

PERIODIC  
OF  
UNIVERSITY

# School Activities

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**ORIGINATING A JUNIOR HIGH SCHOOL  
PROMOTION PROGRAM**

*Grace Evelyn Mills*

**ELEMENTARY SCHOOL CLUBS AND THE COMMUNITY**

*Cecile La Follette Kumpf and Carl H. Kumpf*

**BETTER CONDUCT WEEK**

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**A RURAL SCHOOL EXTRA-CURRICULAR PROGRAM**

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**THE STREAMLINED TRENDS IN ATHLETICS  
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# School Activities

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## As the Editor Sees It

Item number 19 of the Report of the 1937 Appraisal Committee of the New Orleans meeting: "A procedure should be established whereby the younger members of the profession will have increased opportunities, especially at the afternoon sessions, for active participation as speakers on convention programs." Hooray! And may it come to pass!

The continued use of older speakers, particularly members of college of education oligarchies, who say the same thing (usually, but not always, under new titles) year after year, has long been a weak part of these programs. And the oft-heard statement, "No, I'm not going to hear him; I know just what he will say because he has been saying it in these programs for years," is not complimentary to either the speaker or the program-maker.

Incidentally, the reading of addresses, which caused more criticism this year than ever before, is another unnecessary program evil which should be largely eradicated.

According to the New York World-Telegram, Senator John J. McNaboe's \$15,000 hunt for "Reds" in New York schools and colleges, "not only cut a poor figure generally, but the chief discovery was an alleged hotbed of radicalism at Cornell University which provoked more laughter than uneasiness." 'Nother bubble busted!

Students in several schools have been quick to adopt "labor's newest weapon"—the sit-down strike—in campaigning for pop in the cafeteria, freedom from school tasks and routine, the addition of equipment, and the retention of certain teachers. If these strikes prove nothing else they do evidence the fact that the students know what is going on around them. Further, why blame these students when their parents and adult friends set the example?

Hugh Hartshorne of Yale Divinity School, following an investigation of 3,167

freshmen in 39 colleges, reports that one-third of these students have no interest in religion, one-third can get along without it but believe that it may be beneficial later, and one-third find it vital. Which means, in short, that two out of three students entering college are not interested in religion. So the next time you hear some ignorant fanatic (or are all fanatics ignorant?) denounce the college as "a hotbed of atheism," or "a destroyer of faith," point out that surely the homes, churches, and pre-college educational institutions should be blamed for at least a little bit of this lack of religious interest.

M. R. Trabue, newly appointed Dean of the School of Education at Penn State, recently reported to the American Youth Commission that most successful sales people tend to make low scores on intelligence tests; that too much ability and interest in handling abstract ideas interferes with competency in salesmanship.

And in education we have clung tenaciously to the idea that I Q and success in almost any field varied directly. Perhaps a few more scientific reports such as Trabue's will convince the I. Q.-worshipping academician that Social Quotient, Personality Quotient, Courtesy Quotient, Service Quotient, Dependability Quotient, and Character Quotient are also important.

Ever since the faculty of the Evansville, Indiana, High School, several years ago, absented itself for a day and left the students in charge, other schools have, from time to time, imitated this procedure. A few weeks ago Principal R. C. Faunce and the faculty of the Big Rapids, Michigan, High School, spent a half-day visiting other schools, leaving their own students in charge of the classes, study halls, libraries, cafeteria, and office. A suggested activity for your school if, as, and when it has developed a bit of responsible democracy?

Well, so long. Pleasant summer! We'll be seeing you next fall.

*School Activities*



# Originating a Junior High School Promotion Program

GRACE EVELYN MILLS

*Assembly Service, Dansville, New York*

THE BUILDING of an original program for the three-year junior high school promotion has become a tradition in our school. This program annually takes in from 100 to 140 pupils. It is created in the legitimate interests of Oral English, and it really is originated by the pupils.

Six years ago, the English teacher felt a certain despair. The first of what was to become a series of programs had been a success—but what of the years to come? The magician may take one rabbit out of the hat and amaze the public, but it is hard for the most able magician to continue, indefinitely, to take rabbits out of the same hat, without, that is, duplicating the rabbits; and by and by, perhaps, the rabbits fail to charm the public.

Those fears of six years ago were unfounded. We have found that there is actually no end to the opportunities of making these annual events different. Does the director grow stale? Yes—but her classes don't. They are new every year and so are their ideas. The six annual plays and pageants have been entirely different, and the seventh is on its way.

How is it accomplished?

About January one of two things happens.

Either a pupil says hesitantly, "Is it too soon to think about promotion?" or the instructor looks wistful and says, "I hate to mention it so soon, but I can't help worrying a little."

Their first suggestion may be sufficiently witless to justify the belief that this year we'd better employ a speaker; but the teacher doesn't say so. She only looks doubtful and says, "But everyone must have a part, and some how or other we must show your parents and friends what we do here in school." The feeble suggestions are reported by the teacher to her other classes, very innocently. Somnolence gives way to irritation.

"Who's goin' to make all that scenery?"

"Yes," agrees the teacher, "it will be pretty hot in June for a lot of heavy construction. After all it's *you* that's important—not the stage setting."

"No room for much in the way of props anyway—not with all of us on the stage."

The Argumentative Soul pipes up: "Me and Bill could, now, drag out them chairs and things be-

tween times. Wouldn't make no noise if we done it careful."

"Yeah, and the orchestra could play and drown 'em out."

"How you gonna keep all them people quiet backstage?"

"I guess any fool'd rather be quiet for once than wreck the show."

Tradition has made Junior High Promotion important. The only graduation some of them will ever know—no, nobody wants to wreck *this* show.

Last year we planned to make our subject Health; to show old and new ideas in Health Education. The teacher's ideas were met with faint response. Finally a little girl said, "Let's have a court-room scene." The movies had prompted the idea, perhaps. At any rate it met with enthusiasm.

"What is the case to be tried exactly?"

It finally became the "Case of the Backnumber Club Against Health Education."

Health was being taught in physical education, in the home economics class, in the general science; it was a part of Boy- and Girl-Scout lore, too, and we decided to include these organizations since Scouting was a legitimate activity closely allied with school. How were these various groups to be represented? Their representatives would be witnesses for the defense, against the accusations of the Backnumber Club.

The Backnumber Club met solemnly in front of the curtain. You remember that once bears came out of a wood and fell upon youth disrespectful of bald-headed antiquity? Luckily in that hour we had no bears. The Backnumber Club denounced the Younger Generation and the foolishness of modern health education; finally, the "oldest" member read the Case he had prepared against the Public Schools.

Then the curtain opened on the court-room. A young law student had helped with the legal terminology; two lawyers and a detective had given advice. The witnesses for the plaintiff were many: Little Oscar's mother, who thought physical education was too strenuous for her darling; the mother of the little girl who's suf-

*(Continued on page 400)*

# Elementary School Clubs and the Community

CECILE LA FOLLETTE KUMPF

*Associate, New College, Columbia University*

CARL H. KUMPF

*Principal, Eggertsville Elementary School*

THE IDEA of clubs in the six-year elementary school is still so new that an attempt will be made here to indicate that clubs are desirable and that it is not too difficult a task to put them on an operating basis. For convenience two important factors will be discussed: a method of organizing and administering the club program in an elementary school; and, the place in the community for this type of school activity.

Some three years ago several members of the staff of the Eggertsville Elementary School talked with me concerning the advisability of including more informal work in the school program. A general discussion in the subsequent faculty meeting supplied the impetus for the start of the club program. As a result of the meeting we decided to have clubs on two days of the week during school time. It was agreed that all intermediate grade teachers sponsor a club on each of the club days inasmuch as they regularly taught during the time scheduled for clubs. Thus the total teaching time remained the same as before.

The teacher was allowed to choose the club that appealed to her most. In like manner pupils were given a free hand to do their own choosing of a club activity. This matter of free choice by both sponsor and club participants is one of the most important aspects of any club organization. A club should never be assigned.

To facilitate the initial choice of clubs, a schedule was arranged whereby each class met with every club sponsor on both club days. During this brief meeting the sponsor told the pupils something of the scope of the club work and possible ways for handling it. On the basis of this initial contact a selection was made by the pupil. The following week the pupil went to the club of his choice.

To further insure that each youngster was in the club he really wanted to join, pupils were permitted to change clubs during the next two weeks. After the third week of club organization, however, no changes were allowed until mid-year when the entire program is reorganized. This limit is put upon changes to discourage absence of purpose on the part of the pupils and to encourage a sense of responsibility for the outcome of their choices.

So well did the club program develop during

the first half year that by the beginning of the second half several teachers of the primary grades volunteered for club sponsorship. This spirit of interest and enthusiasm spread until all teachers took part by the last semester of the second year of club work. This made it possible to limit each teacher to one club thus insuring greater interest in and development of that single club.

Naturally, many problems had to be met and solved through experimentation as the club program evolved. Some clubs attracted too many, others drew few members or none at all. When a club is overcrowded our first attempt is to secure another sponsor for the same kind of club and split the original group. Failing in this the number in the club is reduced by asking volunteers to select other clubs. Often this suffices. If not, the children of the lower grades are asked to go elsewhere with the explanation that they will still have many chances to rechoose this club while the opportunity for those of the higher grades is limited due to nearby graduation.

If a club drew too few members to make it worth while the teacher who was prepared to sponsor that club often changed to a different one. This in turn might become very popular especially when the change was made at the close of one semester in preparation for the next. Some sponsors have tried three or four clubs before hitting upon one that was highly popular with the pupils. It will be noted that, because of the ages of our pupils, we reorganize the club program each half year. This gives teachers and pupils an opportunity to drop uninteresting clubs after a half year thus making possible wider experimentation.

Most clubs that draw strong support from the pupils tend to persist year after year. This makes possible a stepping up program in these clubs whereby the work of the pupils develops through a whole year or longer instead of repeating from the beginning for each half year. Where more than one club of the same kind is offered, one of them becomes the advanced group while the other initiates the beginners. Thus a continuity of interest and a renewal of challenge are maintained.

A problem frequently met in organizing clubs is the disposition of the pupils who show no interest in forming a club or who quickly lose in-

terest in a club after joining it. Unless an outlet is provided for these cases considerable pressure can be built up in the club program. A device we find helpful is the creation, on each of our club days, of a study club to which all pupils may go who evidence no inclination toward any of the other clubs.

During the first few weeks of new club assignments the principal and the teacher (who has made clubs her special work in the school) check the pupils in the study club to see why they have chosen to be there. Often little encouragement is needed to find a real club interest for these youngsters. It is our desire to keep the personnel of the study club down to a minimum.

To the study club are sent those youngsters who lose interest in the club originally selected and all problem cases who detract from the smooth functioning of a club. To prevent the study club being considered a penal catch-all, any cases dismissed from another club come first to the principal or the club specialist. In some cases a new point of view is attained and the child goes back to his original club; in a few cases the child is changed to another club; while in the remainder of cases the pupil is assigned to the study club, but not without first impressing him with the need of a desirable degree of accomplishment in that club. The fact that we have a study club in our program has surprisingly decreased the number of pupils who don't know which club they want and those who grow indifferent or troublesome during the semester.

The obvious advantages of club work in elementary schools are as easily realized as in higher grades.

But what of the community? Aren't charges of time wasting and attention to frivolity brought against the school by traditionally-minded but well meaning parents when they learn of the club movement? Do not many fathers and mothers feel that more is to be gained from the time spent in school upon the three R's than upon playing with stamps, weaving baskets or carving soap? How does the elementary school go about the problem of informing its community of the advantages to be gained from the club program? Let us answer these questions as best we may by following the club development in Eggertsville.

In our community one can find club nuclei upon all sides. Here and there one will find three to eight youngsters gathering at the home of one of their number giving any chance reason as the purpose of the club. Subsequent club days find this handful of club-minded youngsters circulating to as many of the homes represented by its membership as parental favor or tolerance will permit.

What is the secret of even the brief life en-

joyed by any of these clubs? Primarily to provide for association with other boys or girls but in large part, too, for the "hand out" of food by the mother of the club host or hostess. Mothers, and fathers also, like for their offspring to enjoy companionship on their own age levels. They prefer however, that such companionship originate on a sound basis and lead to some worthwhile goal.

Children, too, prefer their efforts to reward them with a worthwhile result. Their gregariousness draws them together into the little knots of home and home clubs thereby showing that they are ready for a club movement. Nothing is accomplished in these irregular club groups because of a lack of direction. Here the school can step in and supply a need felt by both children and parents. A program that takes over these sporadic, undirected club manifestations is supplying an immediate community service.

Primarily to broaden our club offerings we have deliberately encouraged suitable parents to sponsor in the club program. Upon first evidencing an interest, the parent is usually teamed with one of our more experienced teachers. When we have sufficient evidence that a parent can handle children successfully in an informal situation and has a deep desire to disseminate the pleasure, interest and information connected with a particular club, the parent is allowed to try the sponsorship of a club of her own.

Through this period of internship the parent learns much by observation and practice that it would be difficult and often even embarrassing to bring about by direct conference. In addition, the parent gains a fine conception of the problems involved in teaching. The matter of setting and achieving an aim in the work of the club is often a new idea to parents. The disrupting force of even a single problem case in a group situation becomes clear to the parent sponsor. And so with many of the techniques and problems of teaching; all make their appearance in some form or other and serve to impress the parent with the amount of skill required by the teacher to meet and successfully dispose of each situation.

The immediate acceptance and rapid growth of our club program served to attract the attention of many parents. By the end of the second year of club work we enjoyed the aid of four parents. The following semester two of these parents were urged to sponsor their own clubs. During this same year one of our school board members volunteered to sponsor a club. Now, in the beginning of our fourth year of club experience, we have acting in the capacity of sponsor: a school board member, the wife of another board mem-



ber, and some five other parents. In addition we have the help of three high school girls who sponsor clubs that closely coincide with their field of major interest at the high school. Too much cannot be said of the fine development for these girls as a result of their leadership experiences in the capacity of club sponsors.

All of this help is supplemented by the parental

volunteers engaged in the work of our three Girl Scout Troops, two Boy Scout Troops, and Brownie organization. The parents engaged in any of this work expect and receive no remuneration except that which comes from spreading happiness to youngsters and from a community of interests in the same hobby.

(Continued on page 406)

## Better Conduct Week

BOYD McCUNE

*Stafford High School, Stafford, Kansas*

**P**ROGRESSIVE school programs are uppermost in the thoughts of everyone today. The Principal's Cabinet of the Stafford, Kansas, High School conceived the idea of sponsoring a week to be spent in a review of the rules of etiquette with all students participating. When first told of the plan many students thought it would be a week of foolish argument and debate upon equally ridiculous questions, but as the week progressed they decided that they knew very little about manners and conduct. The percentage of improvement as shown by a test which both preceded and followed the week proved this to be a fact.

The cabinet compiled an examination composed of eighty-five questions on conduct and manners to be given before the week spent in discussion. On the Friday closing the week, an assembly program was given which was made up of dramatized sketches illustrating the various topics of discussion. The test that preceded the discussion was given again the following Monday to determine just how much the students had gained from their open discussions upon conduct and manners. The results as shown by the tests were more than gratifying.

Outlines of the plan were given to the teachers who carried them out in their own way. One class period on Monday was devoted to the topic, "Student Conduct in Corridors and Classrooms." Various minor heads were placed under this. Some of the more important ones were gum chewing, courtesy in recitation, whistling, and gathering in groups in the corridors. The opinions that were brought before the groups upon gum chewing were numerous and varied. Some students said that they considered it a matter of personal choice whether or not one should chew gum in classes. Others represented the other extreme by declaring that it is improper for one to chew gum at

any time except when he might be alone. All were of the opinion that courtesy in recitation banned all "wise cracks," whispering, etc. Controversy over the question of loitering in corridors was brief with all agreeing that the habit should not be developed and if possessed it should be overcome at once.

Second period classes on Tuesday expounded their opinions upon "Student Conduct in Assemblies and on the Campus." Whispering during assembly programs was stressed as a very ill-mannered procedure and some methods of applauding were branded as extremely rude. Among these was the stamping of feet upon the floor by students during school programs. A plea was issued asking students to be more thoughtful of their conduct upon the campus. Many had formed the habit of walking upon the lawns and disposing of waste paper whenever and wherever it was convenient.

One hour was given over to discussion of "Conduct at Games and on the Street." Under this major head came cheerful losers, modest winners, and sane automobile driving. Every school likes to have the reputation of being a good loser in athletic contests. Booing of officials' decisions, heckling members of an opposing team, and jeering rooters who support them, all do their share to blacken the name of the school. The school who boasts of victories and constantly belittles a defeated rival does not hold its popularity among other schools very long.

"Conduct in Other Towns" was the topic placed before the groups upon Thursday. Every year about one hundred students go to music contests in other towns as do the athletic teams playing games in neighboring cities. The manner in which these students conduct themselves serves as an index to the character of the school which they represent. Lack of respect for other schools' prop-



erty and lack of courtesy to employees of business concerns in these towns was pointed out as being a common fault of carefree high school students.

The week was climaxed with an assembly illustrating correct and incorrect conduct and manners. Twelve stunts of three minutes each were presented by first hour classes under the direction of the teachers. The first stunt was entitled "Greetings." In this the correct and incorrect ways of making and acknowledging introductions were portrayed. "Walking on City Streets" was illustrated in the correct and incorrect ways for boys and girls to walk down the street together. Third, came illustrations of "Correct Dress for Different Occasions." This demonstration was in the form of a fashion show with accompanying verses for each article of apparel displayed. The poems were composed by the teacher in charge of the stunt and added much to its attractiveness. Another stunt entitled "Walking in the Corridors" was carried out by reproducing a classroom upon the stage and carrying on a discussion such as had been carried out earlier in the week.

"Sportsmanship at Athletic Events" was prepared and presented by examples of good and poor sports engaged in conversation immediately following an imaginary athletic contest. The music instructor demonstrated the ways in which some students go through the corridors with their musical instruments in contrast with more mannerly and quieter action. "Table Manners" were demonstrated by the domestic science teacher and her "Foods" class. In the first sketch, good table manners were utterly lacking whereas the second version was one of precision in correct manners. Since so many students persist in chewing gum, a demonstration entitled "The Time and Place for Chewing Gum" was included because it would be very enlightening to some.

"Hypocrisy" appeared on the program as the ninth sketch. This dramatization consisted of three short scenes. The teacher and students first appeared in the classroom where their attitudes and remarks were courteous. The other scenes which took them to their homes found them berating one another. "Proper Make-up" was included upon the program for the benefit of the girls who are always applying a powder-puff and lip-stick. At the request of the principal a sketch illustrating correct and incorrect "Office Manners" was presented. This was carried out by showing the contrast between two boys asking for a permit to return to class after an absence. Last but not least came an illustration of "Dressing Room Manners" after a victory obtained in a football game. The first scene portrayed the victorious team chiding

the vanquished opposing team; the second scene the two teams associating together and complimenting each other upon the fine game they had just played.

This assembly program was received by the student body with much enthusiasm. Many students declared that they learned as much from the illustrated program as they had from the previous four days of discussion.

On the following Monday the same test that was given preceding the week of discussion was again submitted to the students to determine the percentage of improvements the respective classes had made. The results were most interesting.

CLASS	MEDIAN OF 1ST TEST	MEDIAN OF 2ND TEST
Senior .....	71	77
Junior .....	64½	73
Sophomore .....	59	71
Freshman .....	59½	69

While the amount of good done by such a week can not be accurately computed, yet the principal and his cabinet felt that the program they had sponsored had been well worth the time and effort spent. A noticeable change in the students' conduct was apparent. They were more polite to instructors and fellow students than they had been previous to the "Better Conduct Week."

### Things Money Won't Buy

Money will buy steamship tickets. It will not buy eyes to see nor perceptions to enjoy the places, the people and things the steamship will take you to. Money will buy books and pictures. It will not buy the capacity to enjoy and understand them. Money will buy house, furniture and food. It will not buy the friends who adorn and justify such surroundings. It will buy good medical advice. It will not buy the character and self-control to follow it. And most of these things that money will buy can also be had without it. There are books free in public libraries. Good hygienic advice is now accessible to everybody. The passage to Europe is cheap if you will travel third class, and you can get a college education by working for it.

Everything in life is available to intelligence, effort and character. Most things are not available without these, no matter how much money you have.—*Modern Finance*.

He that gives good advice, builds with one hand; he that gives good counsel and example, builds with both; but he that gives good admonition and bad example, builds with one hand and pulls down with the other.—*Bacon*.

# A Rural School Extra-Curricular Program

MARTIN E. WILLIAMS

*County Superintendent of Schools, Tripp County, Winner, South Dakota*

THE COMPLEX modern social order in which we live necessitates expanding curricular and extra-curricular programs. For a number of years urban schools have been placing increased emphasis upon extra-curricular activities and such activities are beginning to invade the realm of the rural school. Any lag in educational progress of rural schools including expansion of extra-curricular programs is due to lack of vision and to a general feeling of helplessness of those in charge of rural education—board members, teachers and supervisors. Too many people are still clinging to the antiquated belief, that rural schools cannot be good school situations. This piece of negative philosophy is probably doing more to retard rural school progress than any other one thing. It is possible to carry on any educational program in rural schools that is carried on in urban schools, if foresight and judgment are exercised to make the necessary modifications to adapt such program to rural situations and rural schools. Every county can carry on a successful program of extra-curricular activities for its rural schools.

There are a number of definite reasons why programs of extra-curricular activities in rural schools are desirable and urgently needed. Some of these reasons are as follows: (1) Such activities as spelling, dramatics and music are closely connected with school subject offerings; (2) They provide many socializing opportunities for pupils; (3) They break the monotony of school life; (4) Pupils and teachers have an opportunity to compare school achievements; (5) School accomplishments are brought to the attention of the public; (6) School work is motivated; (7) School loyalty and a cooperative spirit are stimulated and developed; (8) Pupil talent and ability are discovered; (9) Extra-curricular activities are closely associated with vocational guidance; (10) Such activities are often the beginning of worthy leisure time interests and activities.

Some comments and suggestions regarding a number of extra-curricular activities in rural schools are given as suitable and worthy.

## MUSIC FESTIVALS

Music has a definite place in every rural school curriculum. Semi-formal teaching of music and the appreciation of music should be encouraged by every rural school supervisor.

Music should be spontaneous and satisfying.

Too much stress on formal music, such as note reading and scale work often does more to kill a child's interest in music, than to develop an interest in it.

A music festival, properly planned, affords a splendid opportunity for encouraging participation in music. Pupils and teachers should be allowed to prepare and present any type of musical number in which they are interested at county festivals. It may be necessary to restrict each school's numbers on the festival program in order to include all in a one-day program.

## DRAMATICS WORK

All types of speech work, including remedial work should begin in the grades. A larger percentage of high school and college students would be interested in speech work, if they had gotten a start while in the grade school. Too little speech work has been done in both urban and rural schools.

It is possible for pupils of all ages to participate on fair bases. Four divisions of speech and dramatics work are desirable. A nursery rhyme division is suitable for the first grade, a story-telling division for the second and third grades, a declamation division for the intermediate grades, and a declamation-oratorical division for the grammar grades. Activities in speech and dramatics can terminate in tournaments or with county contests.

## SCHOOL PUBLICATIONS

Every rural school can publish a school paper. It need not be an elaborate printed or mimeographed paper, because a small hectographed paper will usually meet the needs of the school. Pupils like to write for their school papers. A school paper correlates well with language work and several other subjects of the curriculum. School papers of whatever type give children opportunities for self-expression and are a means of publicizing the school and its activities.

A printed county school paper published by the county superintendent's office is within the realm of possibility in most counties. A county school paper affords a fine means of bringing the schools and the superintendent's office into closer contact with the general public. We are continually hearing the cry "Sell the schools to the public," but that is usually all that is done about it. Teachers and school supervisors read educational literature but parents and board members seldom

do so. In other words, the people who need to read educational literature the most, are not getting it. A county school paper that goes into every home in the county is probably the best means of developing favorable public attitude toward the schools and education in general. Through the county school paper, desirable information and inspiration as regards the schools, can be brought to every family.

A county school paper can be self-financing through the sale of advertising space. Business men will usually support such a paper because it is a good advertising medium and because they realize it is of decided value to the schools. A county school paper can be distributed without charge to all families.

There is no doubt that wonderful educational progress would result if a school paper were distributed to all school patrons without charge in every county.

#### SPELLING CONTESTS

County contests stimulate interest in spelling. Teachers report that it is the best means of motivating the subject. Each grade should compete separately. Competing pupils should be expected to know the course of study words for their grades as well as the words below their grade level. Course of study spelling lists may be supplemented with lists found in contest spellers.

#### ATHLETIC EVENTS

Athletics, in some respects, are more necessary in rural schools than in urban schools. They contribute to healthful development and solve many school disciplinary problems.

Health is one of the major goals of education, but still thousands of schools do nothing or very little to care for the health of their pupils. Athletic events and organized games should be an integral part of the program of every school.

Track events, especially, lend themselves to rural school situations, because very little equipment and no gymnasium facilities are necessary. Boys and girls should compete separately in three divisions based upon age levels and for each event. Track events that are most feasible for rural schools are the 50-yard and 100-yard dashes, relay races, high jump, broad jump and baseball throw for distance. Very little equipment is needed for these events.

#### ORGANIZING A COUNTY

Each county should be divided into districts for all types of preliminary extra-curricular activities. Four districts, with approximately equal school population seem to be the usual number. Pupils who place first, second or third in district contests or tournaments should be eligible for participation in county meets.

The suggestions of extra-curricular activities are practical for they have been carried out for the past two years in the 120 rural schools of Tripp county, South Dakota. Teachers, parents, patrons, and children are very enthusiastic over the program.

## Creative Drama for Junior High

RUTH S. SHERMAN

*Central School, Yankton, South Dakota*

Every year the English teacher must grind through the same dreaded routine of reading play after play to find one which may be suitable for boys and girls of junior high school age. Through the process of elimination one is finally selected which might do after much cutting. The plays that are usually staged by pupils of this age are stiff, unnatural, the plot unreal to them, and add little if anything to the development of character.

This drudgery may be discarded if one turns to the creative drama. Our literature is rich with stories and folk lore whose characters lend themselves easily to interpretations and add to the development of character. It is in this group of creative work that the foundation for character building is laid. A child of this age may easily lose himself in characters such as, "Alabi and His Forty Thieves," "Beauty and the Beast," "Alice in Wonderland," "Wizard of Oz," and numerous others, and be enriched for having the opportunity to let his imagination develop.

If one is not certain of his success in developing and skillfully guiding an original play to completion, there are many creative plays on the market<sup>1</sup> that surpass the formal usual type of class play.

<sup>1</sup> Samuel French, New York.

... with all of our striving, we are accomplishing comparatively little in the line of producing high-class leaders. Is it possible that this is because we fail in followership?—*Max D. Morton, Colorado School Journal.*

We must breed a sufficiently vivid form of intelligent social altruism voluntarily to forego some of the individual prerogatives which in a simpler day we could properly and successfully claim.—*President James Rowland Angell, Yale University, reported in Teachers College Student Journal.*



# Does Courtesy Among Students Prevail in Your School?

A. O. RAHN

*Principal, Junior High School, Waukesha, Wisconsin*

COURTESY is a part of good citizenship. It is our duty as teachers to help every child become a good citizen. The teachers in the Lincoln Junior High School were dissatisfied with the attitude of courtesy displayed by the students and the following questions arose: Do our students know how to be courteous? Are they becoming careless? If we, as teachers, are not satisfied, what can be done?

The only scientific way to measure is through a testing program so a committee of three teachers were appointed to prepare a test on courtesy, including questions pertaining to school courtesy only. After the test questions were compiled the home room teachers suggested changes and added more questions which they thought were vital. The corrected test on school courtesy consisted of twenty-five true and false statements. This test was given to 832 students; 414 boys and 418 girls.

The results obtained from the test showed that 36.5% of all the students or more than one-third made a perfect score. 34.8% made one error; 16.5% two errors; 7.8% three errors; 1.9% four errors; 1.3% five errors; .48% six errors; .36% seven errors and .12% made nine errors. From the above results it was evident that the majority of our students do know how to conduct themselves properly.

Question 22 seemed to be the most difficult one for our students to answer correctly. The question was, "The assembly program interests you very much. It is very discourteous to discuss each point with your neighbor as the program progresses." This question was marked wrong by 12.8% of the boys and 9.6% of the girls. It is well for us to ask ourselves this same question. Is whispering or talking to others in a theatre, opera, school program, and during other public gatherings permissible by adults? Is whispering to your neighbors in such gatherings a life situation? Probably adults would react to the question in much the same way as did the students.

The teaching staff felt a need for an organized courtesy campaign. Every teacher cooperated in organizing and doing her part in trying to get our students to be courteous. The following student activities were listed as suggestions for the home room and class room teachers:

1. Discussion of questions on the test with students in home room, stressing the correct answers.

2. Have a committee of students in the home room write a play on courtesy to be given during a home room period.

3. Select two leaders in the home room. Choose sides and have a "fact down" on courtesy.

4. Have students in each home room select a name for their home room as Waukesha, Roosevelt, America, and find some word pertaining to courtesy beginning with the letter of the name chosen.

5. Have students write original poems pertaining to courtesy.

6. Have students make up slogans. The best could be selected and published in the school paper.

7. Check up on courtesy in every class, home room, assembly, halls, etc.

8. Courtesy is a part of citizenship. The citizenship mark each six weeks should include courtesy.

9. A courtesy poster contest will be organized and winners will receive ribbons for first, second, and third place.

10. The English department will conduct an essay contest on courtesy.

Two weeks after the courtesy test was given and one week after the courtesy campaign began, only one half the teachers found definite improvement in the students. The campaign, however, continued. A play on courtesy was presented in the assembly, posters were placed in the halls and classrooms. Slogans, editorials and poems appeared each week in the school paper.

In a questionnaire, at the end of the semester ninety per cent of the teachers stated that courtesy was more evident in all, and ten per cent that it was more evident in many cases.

The test questions are as follows:



SOCIAL USAGE TEST  
for the  
LINCOLN JUNIOR HIGH SCHOOL

Name..... boy..... Girl.....  
First name Last name

Class..... Age..... Date.....

- 1. A teacher is speaking with, or explaining work to, another student. You wish to ask a question. It is permissible to interrupt the teacher.
- 2. When wishing to be informal, address the teacher with "Say" or "Hey!"
- 3. Say "thank you" when help or advice is given you by a teacher.
- 4. You are privileged at all times to explore the teacher's desk, examining her class book, reading her announcements, etc.
- 5. It is the proper thing to pick up paper from the floor even though you did not put it there.
- 6. Waukesha townsfolk should be given every courtesy and consideration when they attend our school programs or games.
- 7. When a teacher leaves her classroom, it is your privilege to amuse your neighbors or converse with your friends.
- 8. It is considerate to "show off" when a visitor is present in the classroom, so that the visitor may have a good opinion of your ability.
- 9. Eat candy or fruit before your friends and classmates if you feel hungry.
- 10. A well mannered boy never wears his cap as he walks through the halls.
- 11. If you are dissatisfied with a grade on your report card, consult your teacher and not your friends.
- 12. When a bit of gossip reaches you, tell all your friends about it, even if you doubt that it is true.
- 13. If you wish to attract the attention of another person, either in the halls or on the streets shout as loudly as is necessary.
- 14. You may expect a teacher to give you a special explanation, if you do not care to listen when the explanation is being made to the class.
- 15. Lost articles should be taken to the Lost and Found Department with as little delay as possible.
- 16. Hall monitors should command the respect of every Junior High School student.
- 17. It is considered poor taste to wear a

great deal of "make-up" to school.

- 18. When you have missed an article and suspect that a classmate has taken it, discuss the fact with everyone.
- 19. Refuse to pay any attention to the habitual whisperer.
- 20. Encourage the shy boy or girl to enter into the games during the gym class.
- 21. When grading a classmate's paper, intentionally do not count a few mistakes.
- 22. The assembly program interests you very much. It is very discourteous to discuss each point with your neighbor as the program progresses.
- 23. A student forgot to bring paper to class. He borrowed some from his neighbor. It was not necessary to bother to repay the loan.
- 24. When hurrying to and from school, never cut across the lawns of city residents.
- 25. A student makes a mistake in his recitation. Laugh at him so he will be more accurate another time.

### Favor Standards

During the year (1934-35) a committee of the Illinois State High School Athletic Association made up of C. W. Allison, Champaign; O. M. Corbell, Centralia; R. E. Garrett, Belvidere; D. W. McCoy, Springfield; and W. W. Haggard, Joliet, drew up a set of standards which they recommended for the use of principals in determining their policies relative to extra-curricular activities which have competitive features. Their recommendations included the following principles:

1. Control. The direction of all extra-curricular activities, competitive or otherwise, should be in the hands of the chief executive of the high school—the principal. Such delegation of direction as he deems wise may be made.
2. Eligibility. Participants in all non-athletic competitive activities among high schools should comply with scholastic requirements. The committee recommends the eligibility requirements of the state high-school athletic association as a pattern.
3. Economy in Absence from School. No competitive activities that entail an excessive amount of absence of pupil personnel from school should be promoted by high schools. Long trips are to be discouraged.
4. Economy in Expense. Communities should not be called upon to raise excessive amounts of money for the defraying of costly contests and trips.—*Summary Report of Committee on Non-Athletic Competitive High School Extra Curricular Activities*, "The Illinois High School Athlete,"

# The Mimeographed School Newspaper

PAUL HALLERBERG

WHILE the mimeographed newspaper cannot match in appearance the printed newspaper, it does have many advantages over the printed type. Probably the most noticeable advantage is that of lower cost of production. Whereas a printed newspaper, printed in the school print shop and issued 24 times a year to 500 students would cost approximately \$170, a mimeographed newspaper, issued alike, would cost less than \$100. Furthermore, all schools of 500 students do not have school print shops, and the amount charged by a commercial printer would be even greater; but practically every school does own a mimeograph. Another advantage of the mimeographed newspaper is that there is no loss of time between the time of writing and the time of publishing the paper, as is often the case with the printed paper. Thus the news is still news when the student receives his copy. Greater participation of students in the mimeographing process is another advantage, for there is work for not only the editor and reporters, but also for the typists, artists and mimeograph operators. A greater use of illustrations can also be claimed for this type of paper. Anything that can be drawn can be put on the stencil, whereas illustrations in a printed paper require engravings, and engravings cost money.

It has been claimed that the big disadvantage of the mimeographed newspaper is its messy appearance, but if one examines a good mimeographed paper, one which has been neatly and artistically made up, he will find that it is far from messy in appearance and even rivals the printed page in attractiveness.

The mimeographed newspaper is best adapted to schools with student body less than 1,000, but it is very flexible in adaptation to schools ranging anywhere from 100 to 1,000 in student enrollment.

There are a number of factors to be considered at the outset in the publication of the mimeographed newspaper. What is to be its size? How many copies are to be issued? How often will it be issued? In part the answers to these questions depend upon personal choice, but they are in greater part, dependent on the amount of money the school has to spend on such a newspaper. Therefore, the first question is finance. There are three main methods of financing the school newspaper: (1) by subscription; (2) by selling advertising; (3) and by having the schoolboard

allot money for it from school funds. The last method, of course, is preferable, for every student would receive a copy of the paper free of charge. However, as school boards do not often see the wisdom of such a move, we must often resort to other methods. As far as subscriptions go, they should be kept as low as possible in order that all students may be able to pay for them. Selling advertising is another good method. Let us suppose that you were publishing a six page newspaper with about 70% news and 30% advertising. For a two column page there are 16 column inches for the use of news and advertising, and thus, in this six page issue there would be 28 column inches of ads. If you charge 20c per column inch, your revenue from advertising would be \$5.60. Thus one can determine the amount that can be collected for the costs of the paper.

After finding the approximate amount of money you will have to spend, a choice must be made as to the size and type of paper which will fit this revenue. The costs of a mimeographed newspaper are few and can be easily computed. Since practically every high school has its own mimeograph, the costs will be for stencils, paper, ink, and in some cases, staples. A few other costs which might be added are those for lettering guides, shading screens, and styli. For convenience, the writer has prepared a table of costs of the various types and sizes of mimeograph newspaper, which, in most cases, is self-explanatory. The costs were figured on a basis of 24 issues, and then these costs are divided by 24 to find the costs of single issues. These costs include stencils, paper and ink, and in cases where needed, staples. It should be noted that for the second and third groups of newspapers (where pages are mimeographed on both sides,) the paper must be fairly heavy and opaque in order that the print will not show through on the other side; a 24-pound paper will serve the purpose.

After deciding what size your paper is to be, the matter of make-up should be decided. The front page should include the name of the paper (made as attractive as possible,) the name of the school, date, volume and number. Many schools make use of headlines and very attractive headings can be made with the use of celluloid lettering guides which can be purchased from almost any supply company. Shading screens which enable the illustrator to shade lettering and drawings can also be purchased and will add much to

the attractiveness of the make-up. In the use of lettering guides it is best to place a ruler on the stencil, parallel with the top of the stencil and then slide the lettering guide along this ruler when drawing the letters. This keeps the letters in line.

There is also the matter of columns in the make-up of the paper. There may be either two or three columns to the page; in either case these columns should be separated by vertical lines drawn with the stylus. Then the problem is to get the typing spaced so as to have even margins on both left and right side of the typed column. This can easily be done in the following manner: All news should be typed first on a strip of paper the width of the column. When typing, type all the words that can be typed on the first line, and if there are a few spaces left over, fill these in with dashes, asterisks or numbers; then continue with the next lines in the same manner, thus:

Within the last ten years--  
the custom of running a---  
column of editorial com-123  
ment on the front page has\*  
gained considerable favor.

Then when typing the stencil, the typist should look at the end of each line and note the number of spaces to be filled and then add these spaces somewhere in the middle of the line, thus:

Within the last ten years  
the custom of running a  
column of editorial com-  
ment on the front page has  
gained considerable favor.

Before cutting a single stencil, the typed news on the strips of paper should be assembled on "dummy" pages. Simply paste the strips on a blank piece of paper the way it should appear when stenciled. Thus the editor will know just how the paper will look before the stencils are cut, and much trouble will be eliminated. Places for illustrations and advertisements should also be included on the "dummy" pages. Proof-read all typing before copying on the stencil.

Before typing the stencil, be sure to clean the type on the typewriter to insure a clear imprint. Also be sure that the soft insert sheets provided with the stencils is placed between the stencil and the backing.

Illustrations make a newspaper attractive, and any picture that can be drawn can be copied on the stencil. The procedure is simple. Secure some sort of box with an open top and place an electric light in it. Then place a plate of glass over the top of the box and turn on the light. When the stencil is placed on this glass with the illustration in between the stencil and the backing, the illustration can be easily seen and traced with the stylus.

It is recommended that a so-called "Flexible writing plate" (which can be bought at a very nominal price) be placed between the stencil and the illustration to insure a clear cutting of the stencil. Shading with the shading screen should be done after the illustration has been traced on the stencil. Put the screen under the stencil and rub the surface of the stencil where you wish it shaded with a blunt point.

By keeping a clipping file of good illustrations and cartoons cut from magazines and newspapers, you can always find a suitable illustration quickly and easily. Attractive advertisements can be made with the use of illustrations, lettering guides and shading screens which will be appreciated by the advertiser.

After the stencils are cut, be sure that they are proof-read, checking them against the layout copy to be sure that there are no errors in typing and spelling, and that illustrations and lettering are complete. In making corrections on stencils, rub lightly over the place to be corrected with a blunt smooth object and then paint a thin coat of correction fluid over it. Then type or draw in the correction.

After the final proof-reading, the paper is ready for printing. If the folded 17 in. x 11 in. paper is to be used, this paper must be folded quite flat in order that it will go through the mimeograph properly. Furthermore, be sure to figure out the right stencil for the right side of the page, so that you will not have page three where page two should be, or page four upside down. When using the folded paper, print the inside pages first so that you will only have to fold the paper once more (in a single folded 17x11 paper this would be page two and three).

Instructions for operating the mimeograph usually come with the machine, so we need consider only a few important factors. It is quite necessary that the cloth ink pad should be replaced frequently with a fresh one to assure evenly printed copies. Be sure that the machine has been adjusted so that the margins are even and the print is properly spaced from the top and bottom of the page. It is highly important that all pages be slip-sheeted as they come from the machine in order that the ink from one wet page will not get on the back of the next page. When the copies are dry, remove the slip sheets and lay the pages on a table in consecutive order, and then assemble the paper by selecting a page from each pile. In the case where a number of single sheets comprise the issue, they should be fastened together with one or two staples, being sure that the edges of the pages are straight and even.

If the students who are publishing the mimeographed newspaper exercise care in the carry-



ing out of the various steps as outlined, the result will be a very attractive and neat school newspaper of which any school would be proud.

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Why require secondary education for admission to college anyway? Secondary education after all is only a means of acquiring experience and if the student has acquired it elsewhere, why stress secondary education?—*Dr. Walter E. Hager, reported in the Teachers College Student Journal.*

We get from people what we give; we find in them what we bring; and the changes are not changes in them so much as changes in ourselves.  
 —*Bruce Barton.*

A TABLE OF COSTS Of Various Types and Sizes of Mimeographed School Newspaper		100 copies per issue.		200 copies per issue.		300 copies per issue.		400 copies per issue.		500 copies per issue.	
		1 issue.	24 issues	1 issue.	24 issues	1 issue.	24 issues	1 issue.	24 issues	1 issue.	24 issues
Mimeographed on one side of paper only. (light paper)	1 page issue size 8½/11.	.17	4.00	.26	6.20	.36	8.30	.44	10.40	.48	11.36
	2 page issue size 8½/11.	.35	8.20	.51	12.40	.64	15.39	.80	19.21	.95	22.72
	3 page issue size 8½/11.	.52	12.30	.72	17.31	.95	23.16	1.19	28.62	1.42	34.08
	4 page issue size 8½/11.	.68	16.40	.96	23.21	1.27	30.62	1.58	38.03	1.90	45.44
Mimeographed on both sides of heavy paper.	1 page issue size 8½/11.	.30	7.10	.42	10.20	.55	13.30	.68	16.40	.79	18.75
	2 page issue size 8½/11.	.62	14.95	.88	21.15	1.13	27.20	1.37	33.10	1.47	39.50
	3 page issue size 8½/11.	.91	22.05	1.26	30.45	1.66	40.05	2.03	48.90	2.42	58.10
	4 page issue size 8½/11.	1.21	29.15	1.68	40.35	2.20	52.90	2.72	65.60	3.04	73.00
Mimeographer on both side of paper. (Need heavy paper.)	1 size 17/11 folded.	.60	14.20	.85	20.40	1.10	26.60	1.36	32.80	1.56	37.50
	1 size 17/11 folded, with 1 insert 8½/11	.88	21.30	1.27	30.60	1.66	39.90	2.05	49.20	2.34	56.25
	2-size 17/11 folded.	1.18	28.40	1.70	40.80	2.14	51.40	2.67	64.10	3.12	75.00
	2-size 17/11 folded, with 1 insert 8½/11	1.44	35.50	2.12	51.00	2.69	64.70	3.35	80.50	3.90	93.75
	3-size 17/11 folded.	1.77	42.60	2.47	59.40	3.21	77.10	3.95	94.80	4.68	112.50
	3-size 17/11 folded, with 1 insert 8½/11	2.07	49.70	2.90	69.60	3.76	90.40	4.63	111.20	5.46	131.25



# The Streamlined Trends in Athletics and Physical Education

RAY HANSON

*Director of Physical Education and Athletics, Macomb, Illinois*

**N**EW CONCEPTS and the spirit of change are affecting the physical education programs of the high schools of our nation. Past customs, traditions and procedures are being sifted carefully by our directors who are looking for results in quality rather than quantity. The question we must ponder over is what are we doing today that will put us on the right road for the athletic program of tomorrow.

## I. TEACHER OF PHYSICAL EDUCATION OR COACH

*Training:* The coach's training is compared very favorably with that of his colleagues in other fields. Thousands of coaches are attending summer schools for the purpose of taking graduate work for the master's degree and a great many have received a doctorate. Though many coaches today are teaching some other subject than physical education, five years from now their entire time will be devoted to physical education.

*Coaching Methods:* The coaches today are applying psychological principles. Careful study is made of the individual player and of how to deal with a boy to get the best results from him.

He considers the entire squad in mapping out the division of labor and he varies the length of practice throughout the season with the idea of bringing out the best results. He knows when to intensify practice and also when to shorten the work-outs. This is done to keep up the interest of the boy, prevent him from going stale and bring out the best in him.

*Service:* The coach's responsibility goes beyond departmental and institutional boundaries. Most coaches render real guidance in personal problems. He is on intimate terms with the players before and after the season. Also, he is sought out by the non-athletes who are attracted to this man by his magnetic personality and his good judgment. This responsibility is taken into consideration by the coach and is only one more reason for additional preparation so he can treat these problems of youth with tact and good judgment.

## II. THE PARTICIPANT OR PLAYER

*Growth of Personality:* Athletics and physical education offer real opportunities for the develop-

ment of personality. Athletics is a medium through which young men are enabled to develop larger personality and a strong character. School officials are very careful in the selection of a coach, for they know that his personality can be transmitted to the youths that come under him. Especially in secondary schools where the building processes of the boy are still going on, the coach must give careful consideration to the all-round development of the boys.

*Health:* In the old days the health examination of every member of the squad prior to participation was unknown. Today not only are athletes examined before the games but also the boys that are participating in intra-mural sports are given a thorough check-up. Medical services are provided during practice periods as well as games. The coach's and trainer's judgments are now recognized as supplementary only to the medical officer's. His decision related to injured men is final. The coach also is giving careful training and instruction to all of his players so as to avoid accidents. Injuries have been reduced to the minimum in high school athletics, both inter-school and intra-mural, according to Professor Floyd Eastwood of New York University who has spent several years in research work in this field.

## III. THE PROGRAM

The number of sports in high school today have been doubled during the past six years in spite of reports to the contrary. Although the athletic program is receiving less emphasis today than six years ago, it is, however, having a natural growth. In practically every secondary school that I know of there is an increased number of sports being offered. This is also true of the intra-mural program. The trend today is toward making little or no distinction between major and minor sports.

*The Squad:* Today we allow as many boys as care to remain on the school squad, giving all a chance for training whether they make the team or not. Larger squads mean larger coaching staffs, one way of expressing expansion and growth. We have a larger number of substitutes which means that more players are having an opportunity of enjoying the benefits of inter-school competition.

**Rules:** Today the coach is aware of his responsibility in rule-making, that the game may be more worthwhile to the players and more interesting to the spectator. The old saying "leave the game alone; it is good enough the way it is," has passed and now every coach in high school sports today is striving to make the game more beneficial to the participant from an emotional, physical, mental and moral standpoint.

**Equipment:** The players are given the best equipment and nothing is overlooked in providing safety and comfort for the player. Every coach knows the value of clean, attractive uniforms. The result is that many schools are providing the best athletic equipment as readily as books and supplies for the classroom.

**Awards:** No high school athlete today is given an award costing more than a dollar, either as a member of a team or as an individual (that award exceeds one dollar in value.) This is a national high school ruling. The trend today is to be conservative in the matter of athletic awards. The player has been made to see that he gets out of the sport exactly what he puts in. In some cases the athlete is expected to pay a small portion of the cost of the award.

#### IV. THE SPECTATOR AS COMPARED TO THE COMPETITOR

We should, as educators, attempt to educate the spectator in these great games of ours. The players themselves know the rules, abide by the best in sportsmanship and are better citizens because of having played the game. How about the spectator? He should be taught how to watch games; what to look for and certainly something of sportsmanship. If the spectator really understands these games there is less criticism of athletics. To bring about this education we have supervised participation in games, required physical education, and intra-mural athletics. This all takes time, but some day we will have an educated spectator as well as player. Today we have a great and noble profession, teaching boys and girls clean wholesome play, but we must go on and give this same instruction to our spectators, who can help lift this profession of ours even to higher planes.

Before co-operation comes in any line, there is always competition pushed to a point that threatens destruction and promises chaos; then to avert ruin, men devise a better way, a plan that conserves and economizes, and behold it is found in co-operation.

As at the flame of a single candle myriads of caravans may light their lamps, so may one teacher enlighten the minds of many.—*The Talmud.*

## Originating a Junior High School Promotion Program

(Continued from page 387)

ferred from Scout activities; the mother of nine, who denounced the home economics class for its influence on her daughter—the school must learn to keep its nose out of her kitchen; she guessed she could feed her family and bring up her children. Her children were brought in for a hilarious sixty seconds—including Little Emeline, in a baby-carriage, munching an enormous dill pickle. There was the mother who thought her daughter should dress as she used to dress for gym class—and brought her in, dressed in black bulgy bloomers, black stockings, and old-fashioned middy-blouse.

After all the witnesses for the Plaintiff had spoken, the judge declared a recess. One of the reporters asked, "Care if we have some music while we wait?"

The question and its approval gave the chance for our musical members to perform: girls' glee club, boys' chorus, original lullaby, and violin solo.

Then came the witnesses for the defense—Scout Leaders, Gym Teachers, Home Economics Teacher, Science Teacher. In each case, their group gave a demonstration of things learned, and proved the benefits derived. The home economics class straightened out Little Emeline's diet—as well as her sister's tantrums, and her harassed mother's perplexities. Scouts demonstrated bandaging, artificial respiration, carrying; gym classes did their drills and exercises.

The girls' gym class came last of all. It included a tap-dance routine, and went from that into a hilarious dance they had invented with their teacher's help. The Backnumber Club, their grievances forgotten, climbed rheumatically onto the platform; their umbrellas waving and some one called out, "Wait! Show us how you do it!" Their rheumatic joints apparently limbered as they attempted to join in the dance and the popular song that accompanied it; the judge shouted, "No cause for Action. Court is dismissed!" and the curtain fell. It rose in an incredibly short time on rows of dignified white-clad boys and girls, waiting to receive their certificates of promotion.

Free schools mean *free thought*. In a democracy free schools are not a gift, not a charity, but a cooperative activity of the people.—*William Watts Folwell.*

It is one thing to wish to have truth on our side, and another to wish sincerely to be on the side of truth.—*Whately.*

# A Play For A Day In Spring

LEONORA SILL ASTON

1221 Third Avenue; New Brighton, Pa.

THE IDEA is the thing. Yes, and the school is the thing. And the season is another thing. There are a lot of things that combine to determine what is best for a school project.

That is why much of the time spent in looking for suitable material might be better spent in making it. In as far as *the idea is the thing*, here is an idea. It is developed for small children—whose activities, by the way, have too often been parrot remarks and hand-me-down exercises. Perhaps this play will illustrate how an idea may function.

\* \* \*

## THE TREASURE HUNT

### *A Play for a Day in Spring*

(Stage: hung with gray paper muslin, with a bare tree or tall bush brought from the woods standing a little at one side. The floor of the stage is made to represent frozen, rocky ground, by placing boxes and pieces of wood on it in irregular array and stretching light brown paper over the whole to give the impression of bare ground. A path across the stage is made of the same material, only trodden smooth.)

## CHARACTERS

Two Boys. One Girl. The Robin. Any number of children desired for the Choruses.

### Scene 1

(The Boy and Girl come walking along the path, hand in hand, looking from side to side apparently searching for something.)

HARRY: Every bit of the snow is gone. It's time we began to find the things we planned to hunt for.

MARGARET (*bewildered*): I don't know where to look, Harry. Do you think it's true? Do you think there really was treasure hidden under the snow like the poem said?

HARRY: Yes, I do, and I think there's a chance that we'll find it if we begin and hunt, and don't stand all day long talking about it, Margaret.

MARGARET: Oh look! There's Tom.

TOM: (*appearing from opposite end of stage*): What's all this about? Who said anything about treasures, and where are you going to find them, and where are they, anyway?

HARRY: A poem Margaret and I learned in school told about them.

MARGARET: Do you want to hear it?

TOM: Yes; what does it say?

HARRY AND MARGARET (*together*):

The days and the hours  
With laden hands bring  
The jewels of April,  
The gold of the spring.

HARRY: There's more to it but that's the verse that started us wondering what there was out here, and so we planned to come out and hunt for the treasure.

TOM: May I come with you?

HARRY AND MARGARET (*together*): Yes. Yes. You come too, and we'll all hunt.

(The three join hands and walk along the path and over the rocky ground, peering and bending down to hunt for the hidden treasure.)

HARRY: I don't see one thing except rocks and sticks of weeds and bare ground.

MARGARET: I don't either. Do you suppose what that song said was true?

TOM: What was the rest of it? If I knew it all, perhaps I'd be able to tell a little better where to go and hunt for the treasure.

(Curtain goes down as they are leaving the stage, and chorus of children come out in front and sing to the tune of "The Old Woman of Norwich," found in "The Baby's Bouquet, arranged by Walter Crane and published by Frederick Warne and Company.)

The days and the hours  
With laden hands bring  
The jewels of April,  
The gold of the spring.  
Come let us go hunting  
As fast as we know,  
And search for the treasure  
Long hid neath the snow.

The rocks may be gray  
And the ground may be bare,  
The little twigs leafless,  
But what do we care?  
A secret we've learned  
That the whole world may know,  
All winter a treasure  
Has hid 'neath the snow.



We'll walk and we'll hunt  
And we'll search the day long  
To find out the treasure  
That's sung in this song;  
That the days and the hours  
With laden hands bring  
The jewels of April,  
The gold of the spring.

## Scene 2

(Stage: the same.)

ROBIN (a small boy in a brown suit with a head piece with a beak, and with a bright red waistcoat. His shoes are padded so that he makes no sound as he hops on the stage. He goes directly to the tree. Hops round and round, looking carefully at each branch. He should have tight yellow gloves on with pointed fingers to look like claws. He lays both of these in a strong crotch among the twigs, cocks his head on one side. Then hops away. Mendelssohn's Spring Song may be played softly behind the scenes during this act and while changes are being made.)

## CURTAIN

## Scene 3

(Stage: the same.)

TOM, MARGARET AND HARRY (appear again. Small green sprouts have been put on the branches of the tree. These may be made of green tissue paper and tied to paper clips which may be fastened easily and quickly to the tree. Larger leaves made in the same manner are kept ready for use in a later scene. The cutting and shaping of all these leaves makes valuable seat work during the early spring in regular school hours. For children going to school in the country, the real leaves can be used for patterns, in their different periods of growth.)

MARGARET: Don't let's play hunting for treasure any more. That's only a school song we learned anyway. I don't believe there's any treasure here at all.

HARRY: I shouldn't wonder if you were right, Margaret. I don't believe there's any treasure out here. See, there's only just brown bare earth all around.

TOM: I don't agree with you two I can tell you. I think that poem's true. I'm going to keep on hunting.

(The three walk with their eyes on the ground, turning over small stones here and there without finding anything.)

TOM (suddenly looking up at the tree): Look! Look! See what I've found! (Points to buds on tree.)

MARGARET (claps her hands with delight).

HARRY: Well! It was true after all, wasn't it?

TOM: Yes, there's one of the treasures. Now let's go and hunt for some more.

## CURTAIN

(Chorus of children in front of curtain sing to tune of "Polly Put the Kettle On," found in book mentioned above.)

Searching on the dingy ground  
Nothing precious can be found,  
Raise our eyes and there we see  
Buds upon the tree.  
Emerald buds upon the tree,  
Emerald buds upon the tree,  
Emerald buds upon the tree,  
Our treasure's there.

Tiny buds so soft and green  
Loveliest things that could be seen,  
Growing there so glad and free,  
Buds upon the tree.  
Emerald buds upon the tree, (Etc.)

## Scene 4

(ROBIN (Hops on stage with a handful of twigs. Places them this way and that in the crotch of the tree, with quick jerky movements, looking furtively from side to side as he works. Suddenly cocks his head and hops quickly away. All should be done without a sound. In training the child who takes this part, if possible have him watch a robin building a nest and learn to copy the movements of the bird as closely as he can.)

## CURTAIN

Spring Song—behind the scenes.

## Scene 5

(Leaves on the tree are much larger than before and nest is complete. Tom, Harry, and Margaret come skipping along the path.)

MARGARET: Some of the poem did come true after all.

HARRY: Yes; that tree was covered with snow nearly all winter.

TOM: And see how the leaves have grown!

MARGARET: That would be a good place to hide something. But we've looked there once.

TOM: Yes; let's hunt somewhere else today.

(Tom and Margaret go to the opposite end of the stage and hunt there under stones and rocks.)

HARRY (walks around the tree looking into the branches): Tom! Margaret! Come here! See what I've found! Look!

(The two other children come running to the spot. Harry pushes aside the leaves and the nest is seen with three blue eggs in it. Eggs may be made of marbles covered with paper, lengthened a little at the ends to give the proper shape.)



ALL THREE (*peering into the nest*): Oh-h-h!

(Robin appears at farther end of the stage hopping nervously and anxiously around.)

CURTAIN

(Chorus of children before the curtain sing to tune of "Twinkle, Twinkle Little Star," from Play Time, the Child's First Music Book.)

While the children sleep and rest  
Robin builds a sturdy nest;  
Come and we will show to you  
Jewelled eggs of turquoise blue.  
Quietly the three lie there,  
Mid the emerald leaves so fair.  
Jewels rare of wondrous hue  
Are the robin's eggs so blue.

While the children sleep and rest  
Robin builds a sturdy nest,  
When the children wake and see  
Robin's home within the tree,  
They will never harm it there  
Lying mid the leaves so fair;  
But they'll guard the cozy home  
Till the baby robins come.

(Covering for floor of stage should be changed to green and the background to sky blue, to give the effect of the delicate brightness of April colors. The electric lights should be thrown upon this scene through yellow globes. Small bushes covered with green leaves and prepared beforehand, should be set among the rocks, and thicker foliage added to the tree.)

TOM, HARRY AND MARGARET appear.

HARRY: See, how the leaves have come out!

TOM: And see! The grass is all green. The bare ground is almost all covered up.

MARGARET: And see how blue the sky is.

TOM: What shall we hunt for today?

HARRY: The poem says 'gold' but—

TOM: All right then. Come let's hunt for it.

MARGARET: Where shall we look?

TOM: Oh, everywhere.

(The three run to and fro, looking up and down, while the Spring Song sounds gaily behind the scenes.)

MARGARET (*suddenly going down on her knees and picking a bright yellow flower from amid the green*): Tom! Harry! See what I've found! (*as Tom and Harry come running up, she holds the flower up for them to see.*)

TOM AND HARRY: Margaret!

MARGARET: Want me to tell you about it?

BOYS (*together*): Yes.

(Margaret comes to the middle of the stage. Tom and Harry take their places on either side

of her. Chorus of children line up back of them among the green bushes.)

All sing, distinctly as though telling a story, and not too fast, to the tune of Yankee Doodle.

The fairies' busy days were here,  
(At least so I am told)  
They had a great big fairy chest  
All filled with fairy gold.

They carried it o'er vale and hill  
And never stopped to rest;  
For that's the fairies' mode of life  
They think that way's the best.

They carried it along the road  
And over the stone wall,  
All carefully they held the chest  
And did not let it fall,

And then a little girl who knew  
The fairies all by sight  
Came up and helped them carry it  
To their supreme delight.

Her name was Mary, and she said,  
"I'll come again some day  
When you've a heavy load like this."  
And then she went away.

And when they reached the swamp they sought,  
(At least so I am told)  
They laid their treasure on the grass,  
And named it—Marigold.

Children bow and run off the stage, when the song is finished. As the curtain goes down Robin is seen hopping swiftly towards the nest, looking quickly from one side to another. He has a piece of brown shoe string in his beak to represent a worm.

Let us all value education. Let us all appreciate it as something more than mere knowledge, because after all, knowledge is a sort of outward ornament. The education that is real is the education that means our being of finer temper, more adaptable, more flexible. Let us assimilate knowledge until it becomes ourselves, showing itself in character, reliability, straightforwardness.—*Ramsey MacDonald.*

One never comes out of the classroom of a *real teacher* the same person who went in. He knows more, feels more, is *more* intellectually or emotionally, or socially.—*William McAndrew.*

Life, however short, is made shorter by waste of time.—*Johnson.*

## High School Sports Broadcasting in Pittsburgh

FRANCIS J. COYTE

*Director of Activities, Connelley Trade School,  
Pittsburgh, Pa.*

During the past three years, student broadcasters from fifteen high and trade schools of Pittsburgh have been reporting their school activities and the highlights of athletic contests each week over radio station WWSW on Friday evenings, at eight o'clock. This recent development of radio broadcast activities dates back ten years to the introduction of sound amplification facilities in our schools. Since that time, the trade schools of Pittsburgh have taken an active part in improving and developing sound apparatus to suit the particular needs of the schools. Some of these contributions include: portable sound apparatus; mobile sound trailers; conversion of silent motion picture machines to "talkies," and sports announcing on the athletic field. Student sports announcers and sports broadcasters were unheard of until sound apparatus and microphones made their appearance on the athletic field and in the gymnasium.

At first, our most difficult task was to find student announcers who knew the players from their schools and could describe the games correctly. Heretofore teachers had been considered all-important dispensers of information to, and about the students. This theory was soon exploded when it was discovered, accidentally, that the interest and enthusiasm in our school sports improved when the boys took over some of the responsibilities generally delegated to the teachers. After some of the schools, realizing the

need for student participation, organized broadcast clubs to develop sports announcers, the problem was met in a satisfactory manner. Through the cooperation of the schools in selecting outstanding members of their local clubs who were familiar with athletics, we were able to depend on each school for regular talent when the occasion arose.

One of our local radio stations, realizing the value of the new program, proposed that a regular sports broadcast be presented each week on the air, with a resume of the activities and games played each week as a feature of their Sports Review. The program was duly authorized by the Board of Education, and a sponsor appointed to supervise the program in conjunction with the regular sports department of the broadcast station. During the past three years, the Pittsburgh High Schools Sports Broadcast has been a regular presentation.

This program is unique in many ways. The broadcasters are permitted to interview outstanding boy and girl athletes, coaches, and faculty members from their schools. Each student broadcaster must organize, prepare, and time his own material in advance, and must rehearse his interviews at the school before reporting to the station. Many interesting programs have been presented at the studio, staged and reproduced during assembly programs. Some of the programs presented are as follows:

- (1) The audition and selection of announcers during assemblies.
- (2) Reproduction of sports broadcasts during



assemblies.

(Continued on page 407)

## Elementary School Clubs and the Community

(Continued from page 390)

Nothing more wholesome can happen in a school than to have parents free to come into the school facing problems similar to those of the teachers. Too often the parent and child are aligned against the teacher with no desire to understand her position and problems. Now the parent sponsor has an opportunity to feel the effect of those attitudes and behaviors which formerly seemed quite innocent to her when performed by her offspring in the classroom. The propaganda carried into the community by these volunteer sponsors has done much to bring certain youngsters to terms and to quiet the objections of certain parents.

Through conversations at P. T. A. meetings and at informal gatherings of friends in the community much has been done by our parent sponsors to establish a friendly attitude toward the school. The problems faced by the school receive more understanding with finer cooperation the result. Little question is ever raised regarding the benefits of our club program. Complaints charging unfairness of the teachers are definitely on the wane. There is more and more evidence that our parents are becoming boosters of the school wherever they go.

All these things are fine but do most schools have the equipment and personnel necessary to carry out such a club program? It must be realized from the very start that the most important requisite for a successful club program is a desire on the part of the sponsors for such a program and an interest in children. Equipment is only secondary and can be acquired as the club grows.

Any available part of the school can be used as a club meeting place. Our Dramatics and Public Speaking Clubs meet in the auditorium, the Boys' and Girls' Cooking Clubs in the cafeteria, Choral Club in the music room, Art Kraft Club in the art room, etc. One parent sponsor has met her Garden Club at her home most of the fall where the children could work and observe in her garden. The boys of the Handicraft Club took the lumber from several unusable tables and built a work bench in a basement room which is now their club headquarters. In many cases the teacher sponsor has reserved a corner of her room for the exclusive use of the club.

Emphasis should be placed upon the informal aspect of the club program with the child unquestionably dominating the activity. Pupil officers of each club are desirable and whenever possible these officers should direct the activity of the

club. The absence of formal procedures usually makes the parent ideally suited from that standpoint for club leadership. Parents have received much help in their work from our school library by borrowing books and magazines dealing with club work<sup>1</sup>.

To recapitulate, we find that clubs are an asset to the school from the community standpoint because:

1. Parents make fine club sponsors and in this way can be brought into the school for a worthwhile purpose.
2. The problems faced by the school become clear to helping parents, making them more sympathetic toward the solution of such problems.
3. We must get parents into the school to see the many fine things happening there. Club sponsorship brings parents into the school in a way that informs them of what is occurring.
4. Interested parents become our best press agents and boosters. Sponsoring a club makes an interested parent.
5. School clubs provide a socialized meeting which parents desire for their children but for which the parents are often ill adapted or are unable to furnish.
6. Clubs provide a constructive, active interest for parents who are inclined to meddle in the affairs of the school.
7. Most children are heartily interested in their club work, hence talk freely about it at home. This impresses parents with the fact that their children really like school.
8. Through club officerships and assembly chairmanships of club auditorium programs many additional opportunities are given for individual pupil honors. This impresses the parent with the wealth of opportunity offered by the school for the pupil's development.
9. Club activities invariably carry over into the home thereby solving for many parents the after school and Saturday or Sunday leisure time of children.

By a willingness to experiment, by stressing enthusiasm over exactness, by sponsoring clubs himself, and by making available literature dealing with clubs and club programs, the administrator has the means of building a stronger student in the elementary school and of interpreting the school, in its best sense, to the community.

<sup>1</sup> McKown, H. C. "Extra-Curricular Activities." Macmillan Co., 1927.

Fretwell, E. K. "Extra-Curricular Act. in Secondary School." Houghton Mifflin, 1931.  
The School Activities Magazine, 1515 Lane Street, Topeka, Kan.



## News, Notes, and Comments

Friends are invited to call at *School Activities* headquarters among the commercial displays at the Detroit Convention of the N. E. A.

*What's the Difference?* is the name of a booklet published by Allied Youth in the interest of sound alcohol education and wholesome citizenship development. It treats the subject by the use of panel discussion and should prove both interesting and effective. Copies of *What's the Difference?* sell at twenty-five cents and may be ordered from Allied Youth, N. E. A. Bldg., Washington, D. C.

The Russell Springs (Kansas) High School publishes the names of all its alumni with its commencement program each year.

The many friends and former students of Elbert K. Fretwell will be interested to hear that he will be a member of the summer faculty of the School of Education of Northwestern Uni-

versity. He will participate for the first two weeks of the session in courses dealing with Extra-Curricular Activities and the Homeroom in the Secondary Schools.

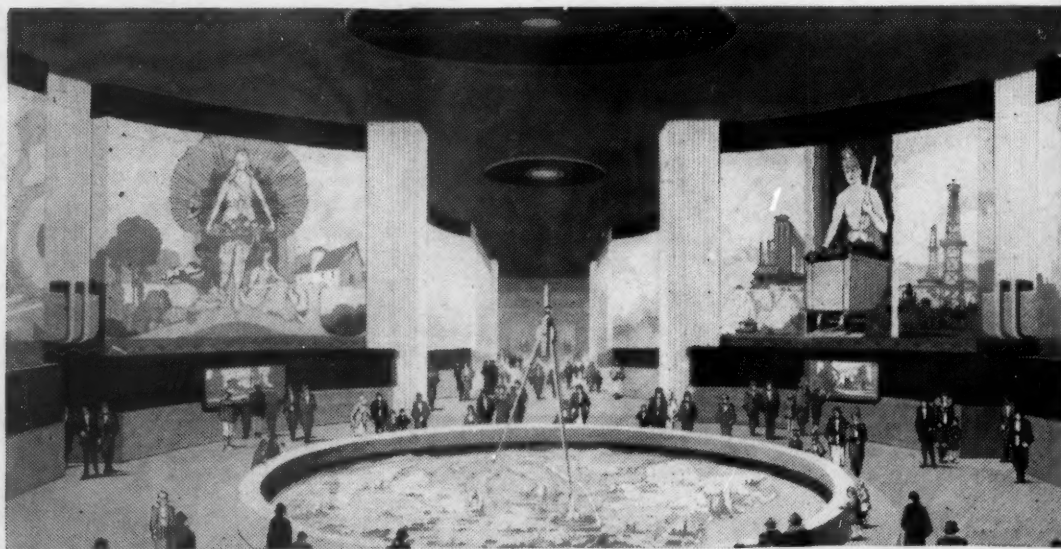
### GREAT LAKES EXPOSITION

President Winfred G. Leutner, Western Reserve University, Cleveland, announces that Western Reserve will be ready with a new exhibit for Great Lakes Exposition when it opens May 29th.

Psychological test apparatus, which was very popular throughout last summer, will be expanded and may include a lie detector. Demonstrations and experiments will be conducted continuously in a miniature biological laboratory.

The 1937 Great Lakes Exposition, which will be open for 101 days, will be new throughout. Of major interest will be the dramatic presentation, "The Making of a Nation," illustrating the interdependence of agriculture, science and industry.

The Exposition is located on Cleveland's lake



The colorful rotunda of the "Making of a Nation," one of the features of Cleveland's new 1937 Great Lakes Exposition, which will open on May 29 and continue for 101 days, and the gigantic murals are the work of Juan Larrinaga, celebrated artist. In the foreground is a 150-foot bas-relief of the Great Lakes region. The "Making of a Nation" will occupy 100,000 square feet and will depict the social, agricultural and industrial growth and development of America in working models, dioramas, material displays and murals.

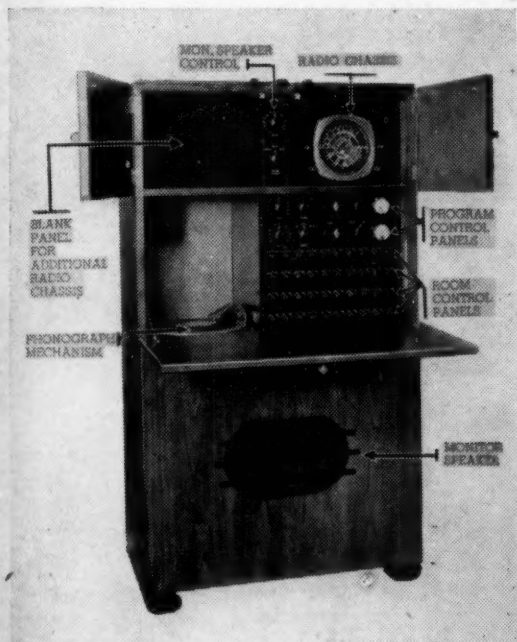
front, within three short blocks of the center of the city. Last year it attracted 4,000,000 people and attendance this year is expected to greatly exceed that total.

The Twenty-Second National Recreation Congress will meet at Atlantic City, New Jersey, May 17-21, 1937. Headquarters will be at the Ambassador Hotel.

Webster-Chicago introduces sectionalized sound systems for schools, and other institutions.

Simplicity of installation is stressed.

The systems are designed on a section basis, one section taking care of approximately ten rooms. Provision is made in the cabinet to accommodate additional sections, thus permitting an institution to start with one unit and without change, to gradually expand the system to as many points as desired.



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1. Radio receiving set, microphone and phonograph.
2. Distribution choice of radio program, phonograph or microphone speech.
3. Two-way communications from central control, to each point.
4. Emergency cut-in switch to all points.

If you desire further information send a post card to School Activities.

Plans are under way for a bigger and better *School Activities* for the coming year. Better send in your renewal now.

## High School Sports Broadcasting in Pittsburgh

(Continued from page 404)

(3) Championship interviews and programs at school.

(4) Radio broadcasts from the football field.

(5) Announcements during basketball games.

(6) Regular sports reviews over school public address system, and many other worthwhile educational programs now available through the Educational Radio Script Exchange Office of Education at Washington, D. C.

This splendid corps of announcers, each group of which can serve its own school in many ways, may be the nucleus for a school radio broadcast club that offers a real hobby and a new field of endeavor to many. It is the hope and wish of the writer that similar high school groups now training announcers and broadcasters, expand their activities in the radio field and maintain regular student programs of general interest to the public.

Fifty years from now we'll have presidential candidates claiming to have been born in a log trailer.—*Kansas City Star*.

## WANTED

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# How We Do It

C. E. ERICKSON, *Department Editor*

## Your Council

This month, we are primarily concerned with the most important activity—the *all-school council*. The descriptions of council projects, which are actually being carried on in schools, are illustrative of the tremendous possibilities of this organization. But far too many councils are beginning in an improper manner and are destined to certain death. Before a council is started, every school ought to ask itself these questions:

1. Is the council to be significant and important in the contemporary lives of students? Will it deal with problems which are genuine, concrete, realistic and practical to students? Will they identify themselves with the council and assume responsibility for its activities?
2. Is it desired by teachers and students? Will students, parents and teachers play an important part in the development of the council?
3. Is it to be a school council, representative of all interests, participative in character and socially significant?
4. Is the council an educational ideal or a mechanical form of organization?
5. Will the council begin with small but definite responsibilities and will it continue to grow and extend its activities as the powers and interests of the students grow and develop?
6. Will the council serve as a positive educational force rather than as a negative, restrictive disciplinary device?
7. Are the teachers, students, parents and community citizens thoroughly acquainted with the plan?
8. Is the council to become an important, responsible, powerful agency or is it to be a mere palliative to prevent real educational progress?
9. Will the council accept the responsibility of training its own members and other student officers in the school?
10. Will the council eventually become a part of a larger movement and promote the development of an all-city council, join the State and National Associa-

tions of Student Officers and participate in their activities?

A school council should not be started until these questions can be answered. Does your council meet the test?

## Kalamazoo's Venture in an All-City Council

LEONARD GERNANT

*Central High School, Kalamazoo, Michigan*

What is believed to be the first student council of its type in the United States has been founded at Kalamazoo, Michigan, by Herold C. Hunt, superintendent of schools.

Known as the Kalamazoo all-city council, the new venture in student government represents an attempt on the part of the school administrative authorities to increase the participation of students in their solutions to their own problems.

The Kalamazoo all-city council is composed of student representatives from each of the fourteen school buildings in the Kalamazoo school system. They meet monthly with their superintendent, Herold C. Hunt, and discuss with him various problems which concern them in their everyday lives. The results of these discussions, together with whatever recommendations the council may make, are taken back to the respective schools of the representatives, and put into effect.

The representatives are selected from the presidents of student councils in individual schools, captains of safety patrols, and leaders in other fields of student activity. The council numbers about twenty-five students, covering an age group from eleven to eighteen years, with representatives from early and later elementary school, junior high schools, and the senior high school.

In explaining the motives behind this new move on the part of the administration, Mr. Hunt outlined "three basic considerations which initiated this policy:

"First, it is based on the belief that in many instances students know better than do the adults in charge of them, what their real problems are.

"Second, the council is composed of individuals who have ready access to the necessary information on which the group as a whole can base their decisions, since it is representative of all of our schools.



"Third, in taking this action we believe it will give a tremendous incentive to the students, both those who are on the council and the students they represent, to work out their problems in a satisfactory way without relying on adults to take the initiative to do it for them."

Mr. Hunt draws a very close analogy between the new all-school council and the city commission. "The council is like a city commission or city council," he said, "in representation and in the duties which it performs. A city commission should advise the executives of the municipality of matter of policy. It should represent all of the people of the community. As such, then, it should have the necessary information at hand and it should have the ability to arrive at conclusions on the basis of that information."

"In organizing the all-school council for the Kalamazoo public schools, I am hoping to instill into the participating students a desire to work out their own problems in a manner that takes into consideration the ideas of the whole group. In that way they will come to see that the way to constructive results is through cooperation."

Launching the new program of student government with these considerations in mind, the students have already given evidence of their eagerness and their ability to work out in a constructive fashion the answers to many of the questions raised in the lives of average American students. One of the first questions to be considered at their meeting in October was that relating to traffic hazards caused by the return to popularity of the bicycle. Sitting around the conference table with their superintendent, the students made many valuable suggestions as to what could be done to eliminate many of the dangers which exist.

They have been engaged in taking the initiative in a move designed to place into the hands of every student bicyclist a copy of the regulations for bicycles published by the Kalamazoo Police department. This action was highly commended by the traffic expert of the Kalamazoo Chamber of Commerce who conferred with the all-school student council at a recent meeting.

Another tangible result of the new council is the increased respect for private property and the property of the board of education. During the past summer the administration prepared a set of statistics showing the actual amount of property damage done on and about school grounds and presented these statistics to the all-school council. As a result of the action of the council, committees were formed in many of the schools which aim to instill into their fellow students a proper respect for the property rights of others. Several schools report a noticeable change in the

appearance of school grounds as well as of the private property in the neighborhood of the schools. It is almost needless to note here that the idea of promoting a proper respect for private property met with enthusiastic reception by parents and teachers alike, who have a personal interest in the neat appearance of their own and of school property.

While the Kalamazoo all-school council is still in the nature of an experiment, certain trends in tangible results can already be noted. In the examples of the work of the council as related above, one may see that the students like to impose their own discipline because they are on their honor to enforce it. It gives them a feeling of self-respect and dignity which can be gained in few other ways.

Another result which has come directly from the meetings of the all-school council concerns the personal development of the students comprising it. Here they are given an opportunity to say what they think about school affairs which concern them, and, although a bit hesitant at first, now they are becoming outspoken concerning their own problems because they know that their ideas will be intelligently and courteously received by the representatives of other schools, and by Superintendent Hunt. The mental stimulation that comes from associating with various students from different schools and of different age groups gives each member of the council a constant encouragement to see the school in cross-section and to realize that problems of various students are quite similar in nature.

In relation to the individual student councils in each of the schools of the Kalamazoo system, the all-school council clearly serves as a clearing-house for general school problems. The step taken by Superintendent Hunt is the culmination of a long trend in student government and represents a progressive move which caps it all, in setting up a council in which student government reaches a natural climax. It will be through councils of this type that administrators everywhere can best sense the trend in students needs because the council is representative of many age groups, grade groups, and school groups.

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## Activities of the Student Council

LUCY MAY COPLIN

*University High School, West Virginia University,  
West Virginia*

Constructive effective activities of a service group, such as a student council, must be conditioned first, by the *needs* of the individuals and groups which it serves, and second, by the *philosophy* of those who direct and those who participate in its activities.

To evaluate the work of the Student Council of the University Demonstration High School of West Virginia one must understand that the school is the laboratory of the College of Education of West Virginia University. It serves as a demonstration, practice and experimental school for students and classes in Education.

The visitor becomes acquainted with the philosophy of the school when he approaches the building. On the left of the front entrance a tablet announces, "We enter for freedom with responsibility and for industry with abundant life."

On the right he reads, "We go forth with hope and joy to help mankind attain equality and secure justice."

Last year the Council planned, with some adult pre-guidance, the project of carrying on school for three days without even the presence of a member of the instructional or clerical staff. Reports from representatives of the press and the faculties of other schools, who observed the experiment, together with opinions expressed by participating students indicate that the project was successful in every detail.

Because this Council was one of the earliest organized in the state it has cooperated with, encouraged and assisted other schools in extending student participation in government. The extent of this service was revealed when forty-three schools sent representatives here, last month, to attend the associated state student government body.

Each spring our Council develops plans for guiding and encouraging eighth grade pupils from the entire county to visit and observe the work

in University Demonstration High School.

All social activities are supervised by the Student Council, as are all school assembly programs.

General welfare problems of the school such as parking regulations, traffic regulations and even the placing of traffic markers, directing visitors who are seeking the school, are supervised by the Council. Visitors to the school are received and directed by Council members. A faculty directory was prepared and teachers' names with subjects taught were placed on class room doors by a committee from the Council. Open forum discussions to create sound public opinion are planned from time to time by the Council. Developing desirable conduct on all school busses has been a necessary activity. Safety, courtesy and comfort are the goals sought for every student served by our busses.

From time to time requests have come from cocurricular and other University Education classes for student council speakers. These requests are cared for by the council members. Two radio programs were also given last year by the Council.

## A Novel Method of Raising Money for the School

W. GILMOUR CLARK

*Silverdale, British Columbia, Canada*

At the opening of the fall term, our school decided that they would need a piano in order to make the most of the music course. I approached the School Board but found them rather hard pressed for funds. However, they were willing to expend forty dollars toward a one hundred dollar instrument providing we raise the rest.

Ours is a small rural community, none too well off financially, and raising sixty dollars was no small objective. I saw an opportunity to raise this sum painlessly and at the same time to offer my pupils a practical lesson in arithmetic which they would not soon forget.

We first ran a notice in the local paper informing the members of the community that we were going to sell shares in a piano and that a school

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representative would call at their door one day during the next week and ask for their order. The par value of the shares was set at twenty-five cents and they could buy one of four types of stock or some of each: (1) shares redeemable in 3 mos. at 2%; (2) shares redeemable in 6 mos. at 2½%; (3) shares redeemable in 12 mos. at 3%; and (4) shares redeemable in 18 mos. at 3½%. Customers were limited to forty shares and our slogan was "At least one share to every member of the community." A printer agreed to print the order forms and share certificates for three dollars so that in order to net sixty dollars we were to sell 252 shares worth sixty-three dollars.

We made a map of our district and divided it into ten sections with a representative for each. During the week I allowed two or three of these pupils at a time to have the day off to canvass their districts. At the end of a week we had orders for well over three hundred shares as well as many donations from people who would not take stock. On the following Saturday, the school president, school secretary and I tabulated the orders and by reducing individual orders cut the total down to 252 shares. We then made out the certificates of ownership. On the following Monday the ten representatives delivered the certificates and collected the money. Within three weeks of the time we went to work the piano was delivered at the school.

I went to pains to impress upon the pupils that they were thereby incurring a debt and that they must under no circumstances fail to fulfill their obligations to the stockholders on the due dates. Thanks to donations we now have about twenty dollars on hand which will more than redeem the first lot of shares in January. However, we have already planned a program of concerts, teas, raffles, etc. to raise the necessary money as the various stocks come due.

Our school board gave us the heartiest congratulations on reaching our objective so quickly, and the appeal which the rather novel system of raising money had for the community residents is well shown by their response.

## Welfare Work in the City of Bloom

JANET VANDERWALKER

*Bloom Township High School,  
Chicago Heights, Illinois*

In 1922 Bloom first began organized welfare work by contributing supplies to Thanksgiving baskets, sent to the local welfare agencies for distribution. Soon the council of the City of Bloom, the student government assembly, took over the

work as a Christmas project. Since this time, welfare work has been a major project of the City of Bloom. An appointed welfare committee plans and directs the filling of the Christmas baskets, assigning to each home room a special article of food to be brought, reminding students of one apple and one potato due from each, and placing a box in the main office for money contributions toward a meat and butter fund. Toys, clothing, and magazines, as well as food, are contributed by students; the toys mended in the manual training department, and wrapped attractively as special gifts. The committee then packs and delivers the baskets of which there are 15 or 20, to homes of families where relief is needed and whose children attend Bloom Township High school.

Welfare work throughout the year at Bloom is carried on chiefly through a loan fund, which is supported by gift and by the City of Bloom. The proceeds from one after-school social hour each month, a yearly contribution, and unclaimed "Lost and Found" articles go into it. Distribution is accomplished through faculty members. But tickets and loans on school material are frequently drawn from the fund. More often a needy student will be given clothing, eye-glasses, or even food.

Special emergency collections for such causes as flood relief and other Red Cross projects are sponsored by the City of Bloom. Welfare work is one of the most important of the activities participated in by the City of Bloom student government organization.

## Students' Day at the Raymond High School

H. E. ZIMMERMAN

*Senior High School, Raymond, Kansas*

The first Wednesday in each month has been designated as Students' Day in the Raymond High School. The pupils are given charge of the school on these days. A pupil is selected from each class to be teacher of that class and one pupil is selected from the student body to be principal. An effort is made to distribute these responsibilities to as many pupils as possible. The teachers are

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free to visit the various rooms and are treated as guests by the student teachers.

The student principal calls a meeting of the student teachers and the student council a few days prior to his taking over his administrative duties. Plans for the day are formulated at these meetings. Subject matter to be taught, methods of presentation and other phases of teaching duties are discussed. Each student teacher chooses his own subject matter and makes his own assignment the day before he is to teach without the aid of any member of the regular faculty. The student council takes over the responsibility for the discipline. The members are instructed to pass at the first bell to places of advantage in the halls and on the steps, where they remain during the passing of the classes.

The pupils enjoy these days and take them seriously. They take more interest in and enter into the affairs of the school more readily after they have had the responsibility of being teachers. There can be no doubt but that the student teachers derive much benefit from these experiences and a better understanding is created between the entire student body and the faculty.

### A School Clean-up Campaign

RALPH BLACKMAN

*East High School, Aurora, Illinois*

In order to teach one of the essential qualities of good citizenship, namely cleanliness, the students at East High School, Aurora, Illinois, have recently inaugurated an all-school clean-up campaign.

That there was room for improvement in the cleanliness of their school was first brought to the attention of the students through the medium of their student council. After discussing the problem it was decided to introduce, with the aid of the Girls' Club and the Boys' Club, an all-school clean-up campaign. Committees from the three organizations were appointed. It was decided to appoint individual students as patrol members. The duties of these patrolmen included drawing the attention of careless students to their neglect of school property and, in general, aiding in making East High School a cleaner home.

An all-school boys' assembly and a similar girls' convocation were called in order to explain the proposed program.

It is not the writer's intention to present all of the details of the campaign nor to attempt to evaluate the project, due to its newness. However, the reader will undoubtedly be interested in knowing how the students in charge thoroughly "sold" the idea to their fellow classmates. The

minutes of the April 14th student council meeting gives some of the details of the campaign.

Minutes of the last Student Council Meeting—

"Various phases of the clean-up campaign were discussed, i. e. getting pins for the patrolmen, having girls aid as well as boys, the fact that many more girls than boys eat their lunches in the locker rooms. A motion was passed to the effect that the Girl's Club should be conferred with in regard to cooperating with the boy patrol. It was also moved and passed that the Boys' and Girls' Clubs be questioned as to the possibility of going in with the Student Council to buy pins."

This Clean-Up Campaign was one of the most successful ventures initiated, organized and carried on by our council. From the very beginning, student participation was of greatest importance. The council decided to make such a campaign an annual affair.

### High School Students Dedicate New Building

MELVIN VOXLAND

*White Bear High School, White Bear Lake, Minnesota*

When the new auditorium-gymnasium and building addition at White Bear Lake was dedicated on October 8th, a unique inauguration and dedication program was presented by students of White Bear High School and students from five neighboring high schools. The program was planned by the student council and their advisor principal M. M. Voxland.

For several years the high school at White Bear Lake, Minnesota, has been exchanging assembly programs with neighboring schools in addition to sponsoring vitalized programs at commencement and such other occasions that lend themselves to student control and student partici-

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pation. The program sponsored on October 8th was a momentous one for the student body as it was their first assembly in the new auditorium.

The program in its entirety was as follows:

1. Selections by the White Bear High School band.
2. Flag salute led by Scout George Brunjes, high school senior.
3. Inauguration of the student body president, Arthur Renquist, and vice president, Edwin Choate, by Gerald Corrigan, retiring president.
4. Responses by the president and vice president.
5. Dedication address by Charlotte Blehert, high school senior.
6. Greeting addresses by students from visiting schools:
  - a. Stillwater High School—William Anderson.
  - b. Lincolntown High School—Jack Werges.
  - c. North St. Paul High School—Elmer Priebe.
  - d. Forest Lake High School—Grade Forsberg.
  - e. South St. Paul High School—Mariam Bloumenfeld.
7. Greeting from the Board of Education, the Alumni Association, the high school faculty, the White Bear Association, and the superintendent of schools.

Comments of the press on the program were very favorable and are illustrated by the following statements from the press:

It was with no small degree of satisfaction that a number of our citizens witnessed the opening of the new High School Auditorium Thursday forenoon; it was with genuine pleasure.

The student body occupied the auditorium while the High School Band, members of the School Board, visiting representatives from schools of neighboring towns, and several citizens occupied the immense stage.

The picture was an impressive one.

One of the outstanding features was the splendid

manner in which the young boys and girls stood before the foot-lights and delivered their addresses. They had poise, good delivery, and their speeches were meaty—food for thought—all of which reflected credit upon the modern school system and the ability of the teachers in charge to develop these orators in embryo.

The entire program was excellent, and we believe the exceptional facilities now afforded the students will prove a stimulus which will goad them on in their accomplishments.

Too much emphasis is no emphasis—raise your voice too loud and on one hears you. Hit too hard and you excite sympathy for your victim. Draw your indictment too sweeping and it becomes suspicious.—*Elbert Hubbard.*

A good book, whether a novel or not, is one that leaves you farther on than when you took it up. If when you drop it, it drops you down in the same old spot, with no finer outlook, no clearer vision, no stimulated desires for that which is better and higher, it is in no sense a good book.—*Anna Warner.*

The schools esteem most highly the person who can speak 20 languages, although he may talk nonsense in all of them.—*Mark Starr, in The American Teacher.*

Most people would succeed in small things, if they were not troubled with great ambitions.—*Longfellow.*

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## Have You Read These?

BY THE EDITOR

"Physically attractive women are the most plentiful thing in America, yet there are comparatively few, in my opinion, to whom the adjective 'beautiful' can be applied. In America we are starving for genuine feminine loveliness . . . We breed females for the show-girl market . . . These professional beauties are shallow, thin-souled creatures, emotionally anemic and intellectually underdone . . . Truly beautiful girls would not enter such contests (beauty,) for the truly beautiful woman could not be so unutterably vulgar." Says who? Says James Montgomery Flagg, painter of thousands of girls, and hence competent to speak on the subject. Here is material for a most excellent home room discussion. It will be found under the title, "The American Helen," *Readers Digest* for April.

We have differentiated curricula, why not have differentiated diplomas? is the theme of Theodore Kambour's article in *The School Executive* for March. Many schools are now experimenting with this idea and not a few of them have adopted it in one form or another. "Differentiated Diplomas" represented a recent and valuable contribution.

Jack Torrance made a record shot put of 57 feet, 1 inch, at Oslo, Norway. If he had made this same "put" at New York or Rome his record would have been slightly more than an inch greater, and at Madras it would have been more than two inches greater. Exactly the same hammer throw is four and a half-inches farther in Japan than it is in Finland, and more than three inches farther in Java than in Japan. A broad jump is three-eighths of an inch broader in Texas than it is in Massachusetts. And other athletic performances similarly vary, due to the earth's rotation, to gravity, and to latitude. A very unusual article, this— "Unscientific Measurement in Athletics," by Paul H. Kirkpatrick in *Scientific American* for April.

Will democracy be saved through your students reciting codes, creeds, and pledges? Memorizing historical facts, patrioteering or otherwise? Participating in the handling of their own activities? Discussing pertinent (and "dangerous") local and

national political and sociological problems? Or how? In "Can the Schools Save Democracy?," *Harpers* for April, A. D. Carlson discusses some basic facts which you must face, especially if you feel any obligation for this educational objective.

The junior high school was hailed as the "savior" of our educational system, largely because it had no handicapping traditions. And it has had a great influence on the schools both above and below it. But all too soon it began to go the way of all flesh and became, in many communities, an "institution" of rigid and fixed pattern. What to do in order to prevent further fossilization is suggested by William H Bristow in "Next Steps for Junior High Schools," *School Life* for March.

Irrespective of your own attitude towards the D. A. R. you will be interested in the account of a potential member who visits in Washington Headquarters and finds its patriotism "so garbled," and its "militarism and heresy-hunting so repulsive" that she does not join it. "The D. A. R. Sees Red," by Margaret Payne Dutton, *Forum* for April.

"(It) has become a fad . . . Adoption has been a blind thing of imitation . . . been started simply because someone felt the school should have one if it was to keep pace with its neighbors . . . set up without regard to the individual school situation . . . been superimposed on teachers and administrators . . . In some cases the administration itself has had no clear idea of the thing." These indictments have often been made of educational innovations. This time they are directed at the home room. An excellent article on comparatively neglected related problems will be found in Edward H. Redford's "Selecting the Homeroom Teacher," *The School Executive* for April.

Do you own and drive a car? Is it insured? Do you know what allowing minors to drive it, or loaning it to someone else, or hitching a trailer onto it, does to your insurance? Maybe you had better check up on these, and a number of other similarly pertinent items. Olive H. Rabe tells you about them in "Look Before You Crash," *The American* for April.



# School Clubs

EDGAR G. JOHNSTON, *Department Editor*

## AMONG THE CLUBS

Club reports for May represent four states. Mr. R. S. Weiser reports on the Alchemist Club of Scott High School of Toledo, Ohio. The Department of Justice at the Central High School, Bay City, Mich., is under the sponsorship of Mr. Morris Greenstein. Mr. Donald C. Wingo of the Wytheville (Va.) Training School reports on the "Odd Fellows Club." Miss Esther Harbison describes the Floriculture Club of the Ann Arbor High School. Miss Margaret Hopper is sponsor of the Cooperative Club reported from Spokane.

## WHY DO SCHOOL CLUBS FAIL?

The principal or club director who critically surveys his club program will always find a number of clubs whose existence it is hard to justify. These clubs can point neither to any particular accomplishment nor to the attainment of any definite objectives at the close of the school year. Such clubs have failed. The progressive club director must ask himself, "Why do school clubs fail?"

The reasons for failure are perhaps as numerous as the failures themselves, since peculiar circumstances are often responsible for lack of success. However, the explanation for most club failures may be found in one or several of these four chief causes: (1) the club is not built on pupil interests; (2) it makes no attempt to engage in worthwhile projects; (3) it is poorly organized; or (4) the club has been unfortunate in the selection of a faculty sponsor.

To avoid the first of these causes of failure the main objective of the club must be one in which the pupils have a vital interest. An objective may be of great value to the members of the club, it may have a decided appeal for older students or adults, or it may be a passionate hobby of the faculty sponsor; but if it does not grow directly out of the interests of its members, the club is doomed. The club sponsor, it is true, may attempt to develop student interest in the objective that is set up, and if the objective appears to be particularly worthwhile, that effort may be advisable. However, when an analysis of the club objective indicates that it is not an outgrowth of pupil interests and that such interests have not been or cannot be readily developed, the revision of the

objective is imperative if the club is to prosper. Participation of the members of the club in the revision is likely to insure recognition of student interests.

To eliminate the second cause of failure the club must engage in worthwhile projects. The club director need make only a hurried examination of the service clubs in his community to find that the most successful clubs are those which carry out some project during the year. A study of his school clubs reveals the same situation. The club that is "doing things" is the club that is most popular among the students. The club may have interesting programs, it may provide occasional entertainment that appeals to the students, and it may enjoy a club party several times a year, but those are not enough. To assure the success of the club its membership must be able to point with pride to some achievement of value to the club membership, the school, or the community. The club sponsor should suggest a project committee to his club officers. This committee, whose personnel should be chosen more carefully than that of any other, should complete early in the school year a list of projects in which the club may engage, and with the help of the officers and sponsor should give the club every encouragement to include them in the year's activities.

Good organization of club officers and committees and careful planning of activities are essential to success. All officers and committees should be trained in their duties immediately after their selection and should meet regularly during their term with the club sponsor. The committees should prepare an early statement of plans for the year and should be required to report their work at regular intervals both to the officers and to the club as a whole. The programs and activities for the meetings should be tentatively planned for the semester or school year and definite arrangements should be made for all activities a month in advance. The activities should be so organized that all of the members will participate actively in the work of the club.

The sponsor remains, however, the most potent single factor in determining club success, for, given the right sponsor, almost any club will be an outstanding success. The selection and the train-

ing of club sponsors are the most important tasks that the club director must perform. On these hinge the success of the entire program. The sponsor who finds that interest is lagging in his club must not content himself with an analysis of the membership alone to locate the difficulty; he must analyze himself and his relationship to the club.

These causes of club failure should not be used by the director or sponsor only in studying the difficulties of clubs on the brink of ruin. Then the analysis may be too late. They should be used in planning the club program and all club activities so that student interest and participation may be maintained on a level that will assure success.—William T. Gruhn, Principal, Simmons Junior High School, Aberdeen, South Dakota.

### THE ODD FELLOWS CLUB

*Tidewater, Virginia*

Situated in Tidewater, Virginia, is a negro high school which is carrying out an effective program of extra-curricular activities. Practically all phases of the program are well balanced and there is an unusual amount of interest on the part of both the students and the teachers in the various activities planned for the year.

In the school which had an enrollment of a little over 1,400 students there was a list of some twenty-five or thirty clubs. The principal informed me that most of the clubs met every week, and Friday's activity period which was from 11:00 to 11:45 was set aside as "Club Day." I asked him which of the thirty clubs he considered to be the most interesting from the standpoint of the contributions that it made to the general welfare of the school. Without much thought he replied, "I think I would have to select the 'Odd Fellows Club,'" and without much additional explanation he led me across the hall to a vacant room where the club was preparing to gather for its meeting on the following day. There I saw one of the most interesting exhibits that I have seen at any time. There were many charts, pictures, old clocks, carts, stones, and it seemed to me a little of everything possible that was odd and curious. He then proceeded to tell me about the club, how it started, its purpose, and many other interesting things.

A teacher had discovered a year or so ago that there were a few students who just would not or did not seem to fit into the programs of any of the clubs that were already established. He decided to talk with these students and see what he could do with them. He discovered that the students were actually telling the truth when they said that they were not interested in any of

the activities of the other clubs. They were really odd and most of them admitted it. Therefore, the thought came to him that their interest could be tapped if he allowed them to organize in a special club, which they later named themselves, the "Odd Fellows Club." Being "Odd Fellows," they decided that they would devote their time to the collection and the explaining of odd things.

The club started out with some eight or ten members and at the time that I visited the school the membership was around thirty-five. The odd things placed on exhibit in the room had been collected by the members of the club and had been reported on, studied, and discussed during meetings. Each article had contributed a valuable lesson which had grown out of the particular interest of the student. Therefore the club was the most popular club in the school and from what the principal told me the most valuable. The members of the club were boys and girls who had been responsible for many problems in discipline before the organization of the club.

### FLORICULTURE CLUB

*Ann Arbor High School, Ann Arbor, Mich.*

This club grew out of a need for more and varied clubs in this high school with a large registration. One of the faculty members had a deep

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interest in flowers as her own particular hobby and offered to sponsor such a club. The club aims to introduce to boys and girls the fundamentals of gardening and to give advanced work to those that wish it.

Any boy or girl who expresses an interest in working with flowers may join the club. The club is organized, has a constitution, and has as officers a president, secretary, treasurer, and librarian. The dues are thirty-five cents a semester. Meetings are held regularly every Thursday during the spring and fall and whenever necessary during the winter months.

The program of activities is varied and of much interest to the members. Of recent date, the members attended the Detroit Flower Show. Many had never had an opportunity to enjoy such an experience. Much individual experimental work is done by the members. One of the first projects was to plant narcissus bulbs in stones and water. Unroasted peanuts have been planted in pots. The members are waiting with interest to see the plant and flower of the peanut. Experiments are being carried on in testing seeds on a damp blotter under a glass cover.

In the fall, bulbs were set in pots and buried in the ground. They were lifted in the spring and brought indoors, so that all might enjoy the blossoms. This spring seeds are being planted indoors, the plants of which will be, at a later date, transplanted to the individual's own garden where he can care for them during the summer. Visits to nearby lilac and peony gardens are planned among other spring activities. This club will not only develop a fine taste for and in the arrangement of flowers, but will also have a definite carry-over as a hobby in later life.

#### THE ALCHEMIST CLUB

*Scott High School, Toledo, Ohio*

The Alchemist Club is an organization of physics and chemistry students who maintain grades of average or better. The purpose of this club is to stimulate interest in the major sciences. It is the opinion of the adviser that the clubs help to enrich the school life of its members. Each member is required to take a pledge to keep his school work up to the best of his ability and the members are very conscientious about fulfilling the pledge.

The Alchemist has a written constitution which requires the election of the following officers: president, vice-president, secretary, treasurer, and sergeant of arms.

Members have an equal opportunity to join the club. However, the standard is kept up by requiring pupils to make a grade of A, B, or C

in order to join. The club meets every two weeks during the activities period for transacting business and presenting programs. Initiation and social affairs are held after school.

There is a written ritual which the club follows in both the formal and informal initiation of its members. Both formal and informal initiations are based upon the history of the alchemist of the Dark Ages, and emphasis is placed upon the only four "elements," fire, earth, water, and air, which were known at that time.

The formal initiation is carried on in a candle lighted room. History of chemistry and alchemy is emphasized, and the members taking part in the initiation, wear head gears to which are attached the symbols of the four elements previously mentioned. The club pin, password, and the hand shake are explained during the ceremony which, on the whole, is a very impressive affair.

Programs are arranged by a program committee in which the vice-president is chairman. Speakers from several of the industries are asked to speak before the club. Recently the club has had speakers from the Libbey Illinois Glass Company, and the Dental Supply Company located in the city. Last year students in the chemistry department of the University of Toledo gave some splendid talks. Some of the programs are made up of demonstrations of chemistry and physics experiments by members of the club. These are found to be very successful, provided the pupil is required to perform his experiment before he demonstrates it to the club.

Throughout the year, several field trips are planned. The glass companies and automobile manufacturing companies give splendid opportu-

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nities for such trips and the members make four or five trips each year. The social committee plans several social affairs. Usually one afternoon dance and the Christmas party, held at some member's home, are the two major social affairs of the year. After each initiation "eats" are usually planned and so a short social hour follows. Attempt is made by the adviser to have each member participate in some form or other in the activities of the club.

#### DEPARTMENT OF JUSTICE

*Central High School, Bay City, Mich.*

Taking advantage of a wave of "G-Men" popularity the Student Senate last fall created a Department of Justice as another branch in the student government system a Bay City Central High School. The need for this division was occasioned by a series of thefts from lockers and by disturbed hall conditions. The Senate, however, having several times rejected a patrol system, wishes it to be known that the deputies are not monitors, but a group of students formed into a club to study criminology.

Organized originally for investigation purposes, the Department has grown to include four distinct units: identification, investigation, lost and found, and "Centralia" distribution.

The Bureau of Identification is at present engaged in a most interesting project—the voluntary fingerprinting of the school's 1800 students. The movement is sponsored by the American Legion and the State Police, but the school Department of Justice is doing the actual fingerprinting, typewriting, and organizational work.

Thefts have been almost entirely eliminated by the Investigation Division. Each period deputies on duty in certain halls check every locker and report those carelessly left open to a central authority. Repeated offenses bring action by the department. The deputies remain on duty all period.

The Lost and Found Department concerns itself with the myriad of books, pens, pencils, and personal articles which are daily mislaid or discovered. When the owners fail to call for their property the department makes an effort to find the owners. All unidentified clothing is turned over to school charitable organizations.

Distribution of the "Centralia," school bi-weekly paper, is not, strictly speaking, a matter for the Department of Justice, but was given to that organization in an attempt to make the work more efficient.

Head of the Department of Justice is the Chief Justice of the Student Court. Assisting him is an associate justice and four lieutenants who direct

each division. About forty deputies, some of whom are girls, compose the rest of the organization.

#### A COOPERATIVE CLUB

*Spokane, Wash.*

For several years we have organized in our seventh grade, citizenship clubs which the students have chosen to call cooperative clubs. The clubs are cooperative in the sense that the members aim to work together in the club and in the school.

Each club states its aims and makes its by-laws so that no two clubs are ever exactly alike. Among aims stated have been: to cooperate at school and at home; to be courteous; to be on time at school and with work; to be helpful; to be honest; to be clean, physically and mentally; to be truthful; to be cheerful; to finish what is begun; to be trustworthy; to be fair; and to be good sports.

Regular meetings are held each week. By the end of the semester members have a fair working knowledge of parliamentary usage and are able

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to discuss a motion with poise and assurance. Poise gained through club discussion is apparent in class work. Consideration becomes a habit because of the orderly procedure in the club.

No program is adhered to from week to week although each meeting is planned, leaving time for discussions. Rather, whatever is of interest or necessity at the time becomes the work for the day. Conduct of an individual or individuals on the grounds, a dispute over use of playgrounds, or a question of schoolroom conduct may be introduced. These are always handled very seriously. Seldom does a member object to the ruling of the club.

Courtesy may be the main topic for the day. A committee may be appointed to make a "Courtesy Poster." Dramatizations may be given showing the courteous, and the discourteous action in a given situation. The committee works this out without suggestion from the advisor, although they may ask for advice. They practise, arranging the time and place themselves but refer to the advisor for approval. They develop initiative, cooperation, self control, and poise in this way and also gain in ability to use English.

Etiquette may become the central theme for one meeting. Behavior on the street, in busses, in elevators, in restaurants, and at home is discussed. A club activity which is carried out each semes-

ter is the organization of games among little children, club members joining in the games. Committees are appointed to help pupils with lessons when the need is felt. One club published a school paper. It gave much practice in composition and some in illustrating. It provided motivation for the study of English and spelling and pupils became somewhat familiar with the arrangement of newspapers. The greatest value was training in working together and finishing a piece of work on time. Any project which they ask to undertake is encouraged, if possible.

Each semester the club gives a candy or ice cream sale and uses the proceeds to buy something to leave for the next class. Several excellent books have been added to the room library in this way. New classes ask to be allowed to organize a club and the organization contributes noticeably to the school spirit.

A foolish consistency is the hobgoblin of little minds. Speak what you think now in hard words and tomorrow speak what tomorrow thinks in hard words again, though it contradict everything you said today. . . . There will be an agreement in whatsoever variety of actions, so they be honest and natural in their hour.—*Ralph Waldo Emerson.*

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# Stunts and Program Material

W. MARLIN BUTTS, *Department Editor*

## PARENTS' DAY ASSEMBLY PROGRAM

"Please suggest something for an assembly program to which parents are to be invited," pleads several letters that have come to this department in the past few weeks.

We are glad to suggest something—had the requests been for a definite program for a Parents' Day Assembly Program we would have been licked, for such an occasion calls for a quite different program for each school. It must be a program that presents the individuality of each school to its guest parents.

Such a program can not be written by one person, put into printed form, rehearsed and presented in a variety of schools so that each parent who sees it goes away with the feeling, "that is a true picture of my child's school and there is no other school like it." Unless each parent has that feeling at the close of the assembly program then the program has not been true to its possibilities.

Our suggestion is a pageant written and produced by the students giving their idea of the school as they really see it. Such a pageant should be of interest to the parents; educational to the students; and, we hope, not too embarrassing to the faculty.

Such a pageant has happened—and successfully, too. This is the way that it worked out. Several weeks before the Parent Assembly, the dramatic coach told the student body that a number of groups and individuals in the community were interested in the school because they had a share in it and rightfully expected something from it.

He went on to say that these groups and individuals visit the school from time to time; they read of isolated events in which a group of students have brought honor or disgrace to the school in such a spectacular fashion that it makes a good news story; they see the home games of the athletic teams; they attend the senior play and perhaps one or two concerts or debates—but, at no time do they have a chance to see the whole school with all of its academic departments and its extra-curricular activities. Least of all do they have a chance to see that much discussed subtle ingredient called "school spirit."

All of these things should be clearly shown: to the parents that they may judge whether the school is fitting their children for life; to the tax-payers

that they may know if the finances are wisely used; to the employers that they may see if the school is training leaders for industry and the professions; and to community leaders to find what the school is doing to provide courageous, unselfish citizens.

After making the job of presenting the complete picture of the school a big job, the dramatic coach told the students that they alone could give the true picture and if they wanted to do it, Parents' Day Assembly was the chance.

Did they want the chance? They did. At once it became the most talked of subject about the school. Each department got busy upon some plan of presenting its peculiar function in a dramatic way—that part was easy.

It was not long before they discovered that there was an essential quality or qualities common to all and to which no one department could claim complete possession. It took a number of joint committee meetings to track down these qualities, name them, and get them in shape to present so that they would be intelligible to an audience.

The day of the assembly arrived, and so did the parents. As a stage setting the art, dramatic, electric, and carpentry departments combined to make a realistic replica of the school in the background, with the front of the stage left to represent the school yard and street.

The pageant opened with characters representing parents, taxpayers, employers, and community leaders gathered at the front of the stage talking about the school. They were of diverse opinions as to how well the school was doing its job. Each knew some good and some bad features, but none knew of all the activities. They agreed to take the time to see all that the school was doing.

As they watched, one activity after another was dramatized—some as silhouettes in the windows, others in the open doorway or upon the steps, depending upon the setting most appropriate for the action. A scene from a French play representing the language department was presented in the open doorway; the two windows were used to picture athletics, with a posed silhouette of a girl throwing a basket-ball in one window and a boy at bat in the other; both the electrical and the chemistry departments presented spectacular ex-



periments in the doorway; the chorus gathered on the steps and sang while the orchestra played in the doorway, representing the music department; and so on through the various departments, clubs, and activities, dramatic illustrations were presented.

As the last picture faded and the windows and doorway stood vacant those who stood on the front of the stage and watched, continued to wait. They had seen a series of activities but they seemed to have no connection and no purpose. As they waited students came out of the door and down the steps. Each carried a foundation stone on which was lettered a fundamental upon which the school was founded. As the students come down the steps the watchers realize that the school that they have been looking at was not complete for it had only a framework for a foundation, a framework without stones. The stones upon which were printed the fundamentals were fitted into place by the students to form the foundation of the building. Loyalty was on one of the stones; Cooperation was on another; Industry on a third; and so on through twenty-two fundamentals—each one of which had been discussed and decided upon by a large committee of students.

When the last stone was in place the school motto over the door was illuminated; the orchestra played; and the school sang the school song. The students knew now what they thought their school was; they had found out in trying to tell some one else about it.

Many schools will be presenting Parents' Day Assemblies before the close of the school year. This department would be grateful to any who will send along copies of successful programs of such assemblies.

#### INITIATION STUNTS

N. VIRGIL RICE

The meetings of many groups or organizations give opportunity for harmless entertainment at the expense of someone. Most initiation ceremonies are, and should be, serious—to teach a lesson, to prepare the candidate to be a more worthy and useful member, but there are those initiation stunts that are for the entertainment of guests. Perhaps they, too, have an educative value to the victim. However, they should be used with great discretion.

Here are a few more or less common stunts of that type. Perhaps they will suggest others:

#### PRESENTATION OF GLASSWARE

Some minor achievement or favor done by the novice is grasped as an excuse for honoring him. He is called before the master of ceremonies amid great applause to be presented with a "token of

appreciation." The gift should be a cheap set of glassware. After the long and flowery presentation speech, the master of ceremonies "gives" the present in such a way as to cause it to be dropped and broken. The master of ceremonies apologizes, not for his own awkwardness but for that of his victim.

#### MAGICIAN AND EGGS

The amateur magician takes his place before the audience and asks to borrow a hat. The intended victim is given first opportunity to offer his. The magician accepts the hat and breaks an egg into it. He then apologizes loud and long for his failure to make the egg disappear. Says the trick has never failed before. Gives the hat back to its owner, who now has the problem of what to do with it.

#### BOX OF CANDY

This stunt should be the last of the lot. The master of ceremonies tries to excuse the organization for the indignities heaped upon the victim and to make amends for them prepares to present them with a large box of chocolates. Mentioning the good reason one might have for doubting his sincerity even again, he proves that the chocolates are good by opening the box and passing it first to one of the members, who in turn passes it on. It comes back empty and is "presented."

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# Parties for the Season

MARY HELEN GREEN, *Department Editor*

## MAYTIME FUN

Maytime is springtime! Social events for this month should be outdoor parties, or at least parties with an outdoor theme. An outdoor party may be given on a school night, especially if it begins early enough to permit most of the entertainment before supper is served. As a suggestion for early entertainment, let us consider a Maytime Hunt, a so-called,—

### SCAVENGER HUNT

#### INVITATIONS

Fasten a string on the invitation as a reminder to be prompt at the meeting place. This string may be attached to the bill of a bird. A court summons may emphatically request the guests to appear. Suggest the wearing of hiking clothes.

#### ENTERTAINMENT

When the guests arrive at the starting point, both boys and girls are asked to draw from separate boxes a bird which has been made from construction paper. These birds are labelled, Crow 1, Crow 2, Crow 3; Robin 1, Robin 2, Robin 3; etc., according to the number of groups desired and the number in each group. There should be at least six in each group. Each group selects a captain. The captain is then supplied with a list of things to be obtained in the hunt, a list of the rules of the game and a sealed envelope. These articles are to be obtained:

Rusty nail—four inches long,  
Red balloon,  
Vanilla wafer  
Christmas card  
Halloween mask  
Empty tomato can  
Raw egg  
Lincoln penny—1936 D  
Picture of Eleanor Roosevelt  
Signature of a particular resident  
(The sheriff, possibly. He should be notified in advance.)

#### RULES OF THE GAME

The group must ask for each thing desired.  
The group must obtain permission from owner.  
The group must stay together.  
The group must walk (unless distances in the particular community are too great for walking.)  
The group must finish the hunt at the end of one hour. At that time the sealed envelope is to be opened. In it is the name of the place where the trophies of the hunt are to be brought, and where supper awaits them.

When all groups have reported, previously appointed judges verify the results. Recognition of the winning group is made publicly and group prizes for work well done are awarded. Bird whistles would be appropriate for the members of a group.

By this time the thought of a good, juicy hamburger with a slice of onion and a pickle, eaten in the open on a crisp May evening may make the salivary glands work overtime. The condition of the purse will determine how much variety there may be in the menu. At least there should be a drink and a dessert.

If the meal is served in a home, the original groups are disbanded. Crow 1, Robin, etc., form a new group for supper. An exchange of tales of their adventures will furnish much amusement. Since it is the month of May, give to each group a May basket in which are paper plates, cups, napkins silverware, and as much of the food as may be placed in such a container. Attractive market baskets with a gay crepe paper bow tied on the handle will serve the purpose. Food which should be served piping hot, or freezing cold, will of course need to be passed.

A bird contest, program, or bird games could be used for further entertainment if needed. The original groups may enter a contest in giving calls of the bird they represent. A whistler or bird imitator could give interesting numbers.

One of the guests at an unexpected moment may in his parrot-y voice give the gossip about the assembled group. He may be behind a screen in front of which is a real or paper parrot in a cage or on a ring. The gossip may be collected during the evening if the human parrot is alert to the conversation.

Pictures of birds on which have been placed numbers provide an excellent guessing game for spring.

For another game seat the guests in a circle. A leader points to one member asking him to name a bird beginning with "A". He is allowed ten seconds to answer. If he fails, he becomes the leader. If he answers quickly the former leader points to another person and asks for a bird beginning with "B". "U", "X" and "Z" should be omitted.

## TEE—TIME

FORE!  
INVITATION GOLF TOURNAMENT  
(Nine holes)  
PLACE (Clubhouse)

TIME DATE

Friends who are golf conscious or those who are not, would enjoy getting such an invitation to a golf tournament. Use a correspondence card in the corner of which sketch a golf bag with the all important clubs.

As soon as the guests arrive provide each with a golf score card. On each card is a list of nine events corresponding to the nine holes. Scores will be recorded as directed.

The nine events are:

The links	Water hazard
The grip	Mashie stroke
Teeing off	Birdies
Driving	Putting

### THE LINKS

Give each player a piece of paper on which are drawn fifteen links, five groups of three round links, these three being interlocked in order. These fifteen links are a part of a necklace which needs repairing. The jeweler who agrees to do the repair work sets his price at one dollar for each link he opens and closes. The owner of the links who is short on money wishes to have the repairs made as reasonably as possible. What is the least amount he needs to pay in order to get all fifteen links joined in one straight piece? Answer: Three dollars. Take one group of three, open the links, then join the other groups with them.

### THE GRIP

This is a relay race. Suitcases, or grips, each of which contains three clubs (Indian) are given to the leader of each group. The game is for each odd numbered person to carry the grip to the other end of the room, open it and place the clubs upright on the floor. He returns the empty grip to the next person who in turn takes it, runs after the clubs, which he places in the grip and returns to the next odd numbered person. The members of the winning group each score.

### TEERING OFF

Hide around the room various colored golf tees, one in a place. When all have been found, count each individual's score, allowing different scores for the different colors used.

### DRIVING

From mother's kitchen, secure a wooden spoon. Driving will consist of directing a ball with the back side of the spoon to a given goal.

## OCCUPATIONAL INDEX

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#### WATER HAZARD

Provide a pan of water, an empty container and a golf club (a spoon) to each person or to each group of players. To get rid of this hazard it will be necessary to spoon the water from one pan to another, the group finishing first and spilling the least water wins the contest.

#### MASHIE STROKE

A metal potato masher is necessary for this contest. With this, when turned upside down, each contestant will in turn attempt to bounce in the air a ping pong or other ball as many times as possible without dropping it. The score is determined by the number of bounces made.

#### WOODS HAZARD

Time out! There's a grove of trees and they obstruct the progress. They must be transplanted before the next hole is reached. Jumbled letters of names of trees must be rearranged before the hazard is passed. A list of ten will be sufficient. Any tree guessing game may be substituted for the jumbled pi if desired.

#### BIRDIES

A bird guessing game will carry out the idea of "birdies."

#### PUTTING

Everyone will enjoy taking part in the last event—the putting stroke. The putter, a fork or spoon as the case may be, will be used on the "green" Shredded lettuce as a base for a "bunker" salad (molded), a club sandwich, tea (tee) cakes with green cocoanut are suggestions for refreshments.

Each guest scores the name on the ninth hole.

The person who scores the least for the nine holes wins the golf tournament. First prize is a trophy cup, second golf ball soap, and low prize may be a miniature golf bag with pencils (clubs). Perhaps the receiver of the low prize will wish to practice with his clubs.

May tee-time be a "fairway" to spend an evening.

It's farthest around the corner of a square deal, but the road is better.

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## School Activities Book Shelf

**BEHAVE YOURSELF**, by Betty Allen and Mitchell Pirie Briggs, published by Lippincott, 1937. 163 pages.

This is a new book of etiquette for boys and girls of junior and senior high school age. It covers all phases of social relationship in simple, direct, readable style. School administrators and class room teachers will welcome this book for its long-needed material. The book will serve as a reference on questions that young people ask about accepted rules of everyday social behavior. It is adaptable for class room use, in home room, and in club work.

**HELL OR HEAVEN**, by Congressman Louis Ludlow. Published by The Stratford Company, 1937. 208 pages. Price \$2.00.

With deadly civil war raging in Spain and dictators in other lands beating the war drums, the world seems trembling on the brink of another general war. Millions in America are asking the question; "Can the United States keep out, and how?" Congressman Ludlow proposes a Peace Amendment to the Constitution to provide: First, a referendum vote on war; Second, to take the profit out of war. The book describes in an intensely interesting and in a most graphic way the subtle forces which maneuver the nation toward war and explains how the proposed amendment would neutralize those forces. This proposed legislation which Congressman Ludlow has introduced in Congress gives the peace forces in the United States something concrete behind which to unite and act. This book gives an interesting, vivid and forceful argument in favor of the proposed Peace Amendment. We urge every educator in America to read, study and discuss this book, in school and out.

**A CHARTER FOR THE SOCIAL SCIENCES**, by Charles A. Beard. Published by Charles Scribner's and Sons. 122 pages.

Part 1: Report of the Commission on the Social Studies American Historical Association.

The title of this book in a sense explains itself. The author has gathered from the accumulated mass of written and oral material submitted to him by the commission all the essential contributions and woven them into a coherent whole. The

views presented by educational administrators, class teachers, and men in public life are clear, logical and convincing. The individual who is interested in these sciences should read this charter that has been so clarified that it can be read without wandering through pages of statistical timber.

**THE CIRCUS COMES TO THE SCHOOLS**, by Averil Tibbles. Published by A. S. Barnes Co., 1937. 242 pages.

How often has the leader of a wide awake camp or the teacher of an active group of young people wished for something entertaining, and different? Here is a book that will interest all who are searching for that "something different," in entertainment.

The circus has a universal appeal to participant and spectator alike. It is an outgrowth of pupil interest. It utilizes school activities. With artistic cleverness the author has given us a book that fascinates the reader and directs him through the task of producing a performance that is sure to please. The production of an actual circus is described as an example of what can be done. The book is profusely illustrated with pictures and line drawings. The directory of sources in the true sense of the word is a selected bibliography.

**THE FIGHT FOR TRUTH IN ADVERTISING**, by H. J. Kenner. Published by Round Table Press, Inc., 1936. 295 pages.

This book was sponsored by the Advertising Federation of America and written by the director of the Better Business Bureau of New York City. It is an interesting record of the fight waged from within the advertising profession to correct its own abuses. The book names specific instances of out and out swindles, frauds and fakes. It also cites many instances of deceptive wording in advertisements run by the more legitimate concerns. It is encouraging to learn of the extent to which this self-criticism has developed from within the profession. However the vast areas in business where robbery of the public through monopolistic price setting, ruthless elimination of competitors through unfair trade practices, sweat shop conditions of production, etc. still hold sway are not mentioned in this book.

TRAINING FOR PEACE, by Richard B. Gregg,  
Published by J. B. Lippincott Co., 1937. 20 pages.

This is a supplement to Mr. Gregg's "The Power of Non-Violence." It is offered as a hand-book for realistic pacifist action. Mr. Gregg believes that if pacifism is to be successful it must have ways of expressing itself in concrete action. This hand-book is offered as a guide to such concrete action. Those who are interested in the promotion of peace will find this a very interesting and helpful hand-book.

ARE YOU AWAKE? by Florence E. Marshall,  
Published by National W. C. T. U. Publishing House, 1936. 96 pages.

This little book "ridicules rum with rhyme and reason." It has sufficient material to liven many a discussion or fill several programs of temperance education purpose. It is carefully indexed as stories, poems for children and songs. Incidentally, the songs are singable and usually catchy. The material presented is based on scientific facts, but suited to popular understanding.

THE RECOVERY PROBLEM IN THE UNITED STATES, by the Brookings Institution, 1936. 710 pages.

The very most important question in the public mind today. The series of studies the Brookings Institution has made on the factor bearing on the present crisis is ably summarized and valued by this latest addition. The world situation at the beginning of the war is used to show the development of economic and political trends that projected the world depression. Accurately placing the U. S. in this picture, the authors then proceed to analyze the progress of the decline and the efforts of all governments to halt the encroachment of depression and stimulate recovery. The status of recovery is estimated in terms of finance, labor, unemployment and buying power. The comparative effects of artificial stimulation of business and a growing public debt are balanced against the reluctance to increase buying power by voluntary price control and the resulting low production curve that means continued unemployment.

The frequent exhortations that recovery may be only by wage and price adjustments is reiterated, as is also the belief that capital evaporation through the writing down of mortgage and bond values is essential to capital expansion and the increase of production goods. The fallacy of calling increased armament activity recovery as is occasionally done in foreign countries is clearly shown and the unfavorable condition of inter-

national relations to a genuine recovery of the major nations is listed as one of the dangers ahead.

An appendix of data to support all the contentions of the book is included which not only assists in reading this report but gives a solid basis for the student's individual thinking which may or may not reach the same conclusions as these authors.

GENERAL WASHINGTON'S SON OF ISRAEL AND OTHER FORGOTTEN HEROES, by Chas. Spencer Hart. Published by J. B. Lippincott Company, 1937. 229 pages.

This book gives brief biographies of forgotten men who played important parts in the history of America. First is a moving and sympathetic tale of a great Jewish-American patriot, Haym Soloman. Efforts of governmental authorities to do something for his memory have availed nothing.

William Dawes replaces Paul Revere as the rider to Concord who actually did a complete job of warning the native sons of the coming British.

Among others are the stories of "Little Johnny Fitch," the real inventor of the steamboat, and Charles Goodyear, "Injun Rubber Man." In all

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we are given twelve fascinating and dramatic pictures of men who made history, but whose deeds, as yet, remain unknown, unhonored and unsung.

The author's style is easy and his material interesting and inspiring. This book would serve well on the collateral reading list for intermediate and high school students, as well as on the shelf of anyone interested in the history of America.

ON WITH THE SHOW, edited by Elizabeth Le May, Head of the Department of English, John Marshall High School, Rochester, New York. Published by D. Appleton-Century Company, 1937. 294 pages.

This book is a collection of eleven short plays for classroom reading; three plays for boys, two for girls, and six for mixed groups. This group of plays has sufficient interest value so that pupils will enjoy reading them as class exercises.

At the end of each play are stage hints for the student actors, words to watch in pronunciation, a test for the knowledge of the vocabulary, and speech exercises. This information and exercises will eliminate some of the mechanical difficulties a pupil encounters.

The main purpose of the book is to stimulate enjoyment of the play through active participation in an informal presentation and to emphasize oral interpretation rather than literary history.

PARENTS LOOK AT MODERN EDUCATION—A book to help an older generation understand the schools of the new, by Winifred E. Bain. Published by D. Appleton-Century Company, Inc., 1935. 330 pages.

This book ought to be of increasing interest as the ideals of modern education are more and more realized in present day schools. Parents not following the trends of education between their own elementary school experiences and that of their children, are apt to interpret the present by the past, to the considerable misunderstanding of what is being done for and with their children.

Whether or not certain children need what nursery school and kindergarten have to offer; how the flexible procedure and methods of the progressive school, as well as the seeming variation from the traditional three R's in curriculum enriches childhood and better than other systems, adjusts maturity to the complex world in which it must work and play; how the buildings and equipment of modern school plants bring the heaviest returns of all expenditures by the taxpayers: These and other phases of the study will urge the average parent to plan and to promote the

larger development of modern education for his child, himself, and his community.

SENIOR MANUAL FOR GROUP LEADERSHIP, by O. Garfield Jones. Published by D. Appleton Century Company, Inc. 124 pages.

This manual, by type, special indexing and paging, is especially suited to such drill in parliamentary procedure as high school students should have, and for actual, instant use in club and group work. Its carefully detailed lessons make it possible for any teacher or sponsor to give by easy steps, the training into representative government each student should know by actual participation.

The author's preface and premises are worthy of study: If democracy is to survive this generation, we must teach representative government instead of merely teaching about it; self-governing ability and good citizenship as well, is a technique, a habit of conduct and an attitude of mind that the ordinary citizen can be and will be effective in government; rugged individualism as expressed in government is vanishing and efficient group leadership must take its place.

THE BOY AND HIS DAILY LIVING, by Helen A. Burnham, Evelyn G. Jones, and Helen D. Redford. Published by J. B. Lippincott Company. 360 pages.

Under fair conditions and certainly under those imposed by a proper distribution of work and income, more than two-thirds of our time is spent in activities other than making a living. Boys are the potential husbands and fathers yet in spite of the important part men must play in family life and in turn to society, boys have had little or no preparation for home living. Considering these basic facts, the authors of this book have sought to meet this need. In preparing this unique book, they have treated the subject matter that five hundred boys of high school age wished to learn about more definitely. Boys from some good homes already know much of the material presented and have caught some of the attitudes to be developed in these studies. Even to these boys comes a conviction that parents and relatives are right in insisting on certain standards of diet, clothing, money management, social forms, family and outside human relations, and of the other practical matters discussed by these authors. Other less privileged youths will find with pleasure that social and family adjustments can be achieved by happier and surer ways than the trial and error method.

An inch of performance is worth a hundred yards of promise.

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Editorials, book reviews, comedy cues, many news items, and other short items do not appear in the above classifications.

## Comedy Cues

### CRISS-CROSS

Talk about being narrow-minded! That professor is so narrow-minded that if he was any more so his ears would be on the wrong side of his head.—*Punch Bowl*.

### HIS BLUNDER

Dimchurch: "What's the matter, old man? You look tired out."

Bungwit: "It's my wife. Every time she heard a noise in the house she used to think it was a burglar and wake me up."

"But burglars don't make any noise."

"That's what I told her, so now she wakes me up when she doesn't hear anything."

### FOOLS LIKE ME

I think that I shall never see  
A billboard lovely as a tree.  
Perhaps, unless the billboards fall,  
I'll never see a tree at all.

A teacher was making a strenuous effort to get good attendance in her room. Looking over her class one morning, she saw that all except one were in their places.

"This is fine," she exclaimed, "all here except Jimmie Jones, and let us hope that it is something serious that keeps him away."—*Toledo Blade*.

### AND SO THEY DO

"My niece," says Mrs. Blunderby, "has had a college education. She speaks several languages quite flippantly."

—*Wisconsin Journal of Education*.

### HARDLY

Albert: "Ma, kin I go out in the street? Pa says there is going to be an eclipse of the sun."

Ma: "Yes, but don't get too close."

—*Minnesota Journal of Education*.

Mrs. Skjold—Dear, did you notice the handsome fur coat worn by the young lady in front of us in church today?

Mr. Skjold—No, I'm afraid I didn't. I was dozing most of the time.

Mrs. Skjold—Huh! A lot of good it does you to go to church.—*The Pathfinder*.

### CUTTING CRITICISM

An author attended the first performance of his new play. It was not a success.

At the end of the last act a lady seated immediately behind the unhappy playwright tapped him on the shoulder and placing something in his hand, remarked: "I recognized you when you came in, and cut off a lock of your hair. You may have it back."—*Journal of Education*.

### RENEWAL OF INTEREST

Teacher—When was the revival of learning?  
Pupil—Just before exams.

—*Washington Education Journal*.

### BITS FROM BIO

Two Microbes sat on a pantry shelf,  
And watched with expressions pained,  
The Milkmaid's stunts,  
And they both said at once,  
"Our relations are getting strained."

—*Johnsonian*.

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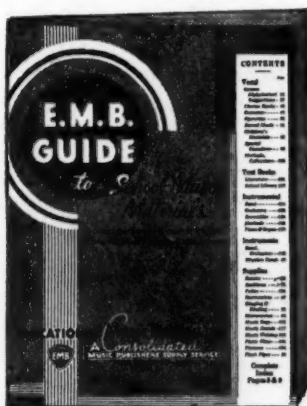
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A Digest  
for  
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## HAVE YOU SEEN IT?

CONSUMERS' DIGEST appears monthly on the newsstands. It contains much material of value to consumers, including general buying information and *Recommended* listings of products by brand name from past issues of Consumers' Research *Bulletins*.

Although it has been out only since January, 1937, it has already become popular with libraries, discussion groups, and teachers of courses in consumer problems. There is special new material each month for teachers and students, and each forthcoming issue will present directions for making a consumers' test of some commodity, such as can openers, or how to identify different fabrics, such as cotton, rayon, or metallically weighted silk. These tests are especially written with the needs of junior college and high school teachers in mind.

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